UNDERGRADUATE CATALOGUE

MEREDITH

COLLEGE

MEREDITH
COLLEGE
UNDERGRADUATE
CATALOGUE

Volume 18

1994 - 1995

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of, this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catgalogues should be sent to:

Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

http://www.archive.org/details/meredithcollegeu1994mere

CONTENTS

President's Message.....7

Meredith College: Purpose and Overview.....9
  Accreditation.....9
  Nondiscriminatory Policy.....9
  Purpose.....9
  Operational Goals.....10
  A Christian College.....10
  A College for Women.....10
  Student Life.....10
  Faculty.....11
  Curriculum.....11
  Honors Program.....11
  Individualized Study.....11
  Continuing Education.....11
  Graduate Programs.....11
  Career Direction.....11
    Pre-professional Studies.....12
    Teacher Education.....12
    Teaching Fellows Program.....13
    Medical Technology and Physician Assistant.....13
    Nursing Transfer Curriculum.....13
    Professional Communications.....13
    Criminal Justice Studies.....13

Admission.....15
  Freshman Admission.....15
  Transfer Admission.....18
  International Students.....19
  Re-Entry (Adult) Student Admission.....19
  Leave of Absence.....20
  Re-Admission of Former Students.....20
  Part-Time Students.....21
  Special Admission Programs.....21
  Conditions of Admission.....21
  Orientation-Registration.....21
  Summer Session.....21

Finances.....23
  Tuition and Fees.....23
    Full-Time Students.....23
    Part-Time Students.....23
    Additional Course Fees.....23
    Resident Damage Deposit.....24
    Special Fees.....24
  Terms of Payment.....24
    Payment Schedule.....24
    N.C. Legislative Tuition Grants.....24
    Deferred Payment Plan.....25
    Withdrawals/Leaves of Absence.....25
    Contractual Agreement.....25
  Financial Assistance.....25
    Principles and Procedures.....25
    Types of Assistance.....27

Student Life.....35
  Student Orientation.....35
  Cultural and Social Activities.....35
  Student Honors.....36
  Student Responsibilities.....36
    Honor System.....36
  Student Government Association.....36
    Student Regulations.....37
    Student Life Committee.....37
  Student Organizations.....37
    Societies.....37
  Religious Life.....37
  Recreation.....38
  Intercollegiate Athletics.....38
  Residence.....38
    Commuter Student Life.....38
  Computer Services.....39
  Health Care.....39
  Counseling.....39
    Career Planning.....39
    Academic Advising.....39
    Personal Counseling.....39
    Personal Growth and Counseling Center.....39
    Freshman Seminar.....39

Academics: Programs and Regulations.....41
  Choice of Catalogue.....41
  Degree Programs.....41
    Requirements for All Degrees.....41
    Requirements for Bachelor of Arts and Bachelor of Science Degrees.....41
    Minors.....43
    Requirements for the Bachelor of Music Degree.....43
    Requirements for a Second Degree, Major or Minor.....43
  The Honors Program.....43
    The Honors Curriculum.....43
  Career Direction.....44
    Pre-Professional Preparation.....45
    Medical Technology Program.....45
    Nursing Transfer Curriculum.....45
    Physician Assistant Program.....45
    Professional Communications.....45
    Criminal Justice Studies.....45
    Teacher Education.....45
  Convocation.....46

- Continuing Education 46
  - *Re-Entry/Academic Credit Programs* 46
  - *Enrichment Programs* 46
  - *Certificate Programs* 46
- Individualized Options 47
  - *Special Studies* 47
  - *Cooperative Education* 47
  - *Cooperating Raleigh Colleges* 47
  - *ROTC Opportunities Through Cooperating Raleigh Colleges* 48
  - *International Studies* 48
  - *Individual Participation in Programs of Other Institutions* 48
  - *Correspondence Credit* 49
  - *Visitation Credit* 49
- Summer Study 49
- Academic Planning and Advising 49
  - *Academic Advisers* 49
  - *Course Load* 49
  - *The Freshman and Sophomore Years* 50
  - *The Junior and Senior Years* 50
  - *Graduation* 50
  - *Graduate Record Examination* 50
  - *Changes in Class Schedule* 50
  - *Repetition of Courses* 50
  - *Class Attendance* 51
- Credit Regulations 51
  - *Advanced Placement Credit* 51
  - *Auditing Courses* 51
  - *Residence Credit Requirements* 51
  - *Transfer Credit* 51
  - *Credits from Technical, Business, Bible, and Nursing Schools* 52
  - *Credit for Extra-Institutional Instruction* 52
  - *Old Credit* 52
  - *Credit in Music* 52
  - *Credit in Physical Education and Dance* 52
- Grading System 52
  - *Standard Grading* 52
  - *Pass/Fail Policies* 53
  - *Quality Point Ratio* 53
- Academic Recognition 53
  - *Classification* 53
  - *Dean's List* 54
  - *Graduation with Distinction* 54
- Records 54
  - *Registration* 54
  - *Transcripts* 54
- Satisfactory Progress, Retention, and Suspension 54
- Official Withdrawal 55

Courses of Study 57
- Special Studies 57
- Interdisciplinary Studies 57
- Capstone Studies 58
- Women's Studies 58
- Career Studies 59
- Art 59
  - *Studio Art* 60
  - *Graphic Design* 60
  - *Art History* 60
  - *Art Education* 60
  - *Curriculum* 61
- Biology and Health Sciences 64
  - *B.A. in Biology* 64
  - *B.S. in Biology* 64
  - *B.S. in Biology, Concentration in Environmental Science* 65
  - *B.S. in Medical Technology* 65
  - *B.S. in Health Science* 65
  - *Curriculum* 65
- Business and Economics 69
  - *B.S., Major in Business Administration* 69
  - *B.A., Major in Economics* 69
  - *Master of Business Administration* 70
  - *Licensure* 70
  - *Curriculum* 70
- Chemistry and Physical Science 73
  - *Major* 74
  - *Curriculum* 74
- Education 76
  - *Programs Offered* 76
  - *Education Programs* 76
  - *Licenses and Endorsements* 78
  - *Elementary Teacher Education (Grades K-6) Program* 78
  - *Middle Grades Teacher Education (Grades 6-9) Program* 79
  - *Secondary Teacher Education (Grades 9-12) Programs* 81
  - *Occupational Teacher Education Programs* 83
  - *School Social Worker Programs* 84
  - *Special Subject Area Teacher Education (Grades K-12) Programs* 85
  - *Curriculum* 87
- English 90
  - *Major in English* 90
  - *Concentration in Professional Communications* 90
  - *Curriculum* 90
- Foreign Languages 93
  - *Majors in French and Spanish* 93
  - *Advanced Study* 93
  - *Advanced Placement* 93
  - *Curriculum* 93
- Health, Physical Education, and Dance 98
  - *Major in Dance* 98
  - *Teaching Licensure in Dance* 98
  - *Curriculum* 98

History and Politics....103
- *Major in History*....103
- *Major in American Civilization*....103
- *Major in International Studies*....103
- *Minor in History*....103
- *Concentration in Criminal Justice Studies*....103
- *Major in Political Studies*....105
- *Minor in Political Studies*....105
- *Curriculum*....105
- *Legal Assistant Courses*....106

Home Economics....107
- *Major in Child Development*....107
- *Major in Clothing and Fashion Merchandising*....107
- *Major in Foods and Nutrition*....107
- *Major in Interior Design*....108
- *Major in Home Economics*....108
- *Curriculum*....108

Mathematics in Computer Science....112
- *B.A. in Mathematics*....113
- *B.S. in Mathematics*....113
- *B.S. in Computer and Mathematical Sciences*....113
- *Licensure Requirements*....113
- *Credit Testing in Mathematics*....114
- *Curriculum*....114

Music, Speech, and Theatre....117
- *Areas of Concentration*....118
- *Audition and Interview*....118
- *Majors*....118
- *Bachelor of Music*....119
- *Master of Music*....121
- *Curriculum*....122
- *Speech Communication and Theatre*....128

Psychology....131
- *Major in Psychology*....131
- *Curriculum*....131

Religion and Philosophy....133
- *Major in Religion*....133
- *Curriculum*....134

Sociology and Social Work....136
- *Major in Sociology*....136
- *Major in Social Work*....136
- *Concentration in Criminal Justice Studies*....136
- *Curriculum*....136

College Directory....141
- The Corporation....141
- Board of Trustees....141
- Board of Associates....142
- Alumnae Association....144
- Faculty....144
- Adjunct Faculty....149
- Faculty Emeriti....154
- Administration....155
- Campus Directory....160
- Location....162
- Campus Map....162
- Undergraduate Academic Calendar for 1994-95....164
- Correspondence and Visits....164
- Enrollment for 1993-94....165

Index....167

PRESIDENT'S MESSAGE

John E. Weems, Ed.D.

IT'S AN EXCITING TIME FOR WOMEN — and it's an honor and a privilege to be among those who promote and encourage opportunities for women.

A forward-looking institution, Meredith has the finest faculty, the latest technology, and best equipped physical facilities you'll find anywhere. Our philosophy of education — a commitment both to a strong liberal arts tradition and to the almost limitless potential for women in the work place and community — is strong. While students engage in rigorous scholarship, they also are challenged to be leaders, to find meaningful careers, to discover their own values, to chart their own courses, to be unafraid to meet ever higher goals, and to make a difference in the world.

As the largest private college for women in the Southeast, Meredith is at the hub of a sophisticated array of first-rate academic, governmental, scientific, business, and professional communities, constantly enriching the College's own excellent curriculum and resources.

Our student body is diverse and inclusive — welcoming both the traditional student and the re-entry student with equal enthusiasm; offering graduate degrees in music, business, and education; being sensitive to and respectful of differences in race, geographical origin, professional and educational goals, and the spiritual needs of women.

Operating for over a century as a women's college, Meredith has awarded over 13,000 degrees. Our alumnae attest to the fact that Meredith graduates are succeeding in the competitive job market of the 1990s and attribute this to the high quality education they received. Attending Meredith made a difference in their lives; it can make a significant difference in your life too!

HALL

MEREDITH COLLEGE: PURPOSE AND OVERVIEW

THE RICH HERITAGE ENJOYED BY THE Meredith student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder,* was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-present.

ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Southern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It also has an approved American Dietetic Association Plan V and AP4 programs.

Graduates of Meredith are eligible for membership in the American Association of University Women.

NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS of any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of handicap as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the vice president for business and finance at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special needs. The vice president and dean of the college coordinates policy with regards to learning disability.

PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

OPERATIONAL GOALS

THE COLLEGE SEEKS TO

1. educate women;
2. maintain an environment which
   a. is supportive of Christian traditions and ideals,
   b. fosters personal integrity, intellectual freedom, and academic excellence;
3. offer opportunities to join in a college community which
   a. values its heritage and traditions,
   b. promotes citizenship and leadership through participation in self-governance and in recreational, social, and religious activities,
   c. fosters personal relationships,
   d. is concerned for the well-being and development of each individual;
4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
   a. a broad liberal arts component as the core of its undergraduate curriculum,
   b. majors, minors, concentrations, and certifications,
   c. graduate studies, and
   d. continuing education;
5. provide opportunities for students through curricular and co-curricular experiences for learning and for service in the community beyond Meredith;
6. offer programs and services and to open college facilities to meet educational and cultural need in the greater Raleigh community;
7. attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
8. maintain, operate, and advance the College by providing
   a. an administrative staff and a student development staff which will support the programs of the College,
   b. physical facilities and equipment which will meet the needs of the institution,
   c. financial resources for the operation of the College.

A CHRISTIAN COLLEGE

MEREDITH IS A WOMEN'S COLLEGE OF HIGH QUALity in the liberal arts — a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to prepare students to live responsibly in the contemporary world. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals; to keep themselves physically fit; to acquire an understanding of and appreciation for the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. Thus, students are prepared for graduate and professional study, for productive work in the vocations and professions, for leadership and responsible citizenship, for family life, and for leisure.

A COLLEGE FOR WOMEN

MEREDITH WAS FOUNDED ON THE PREMISE THAT excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the role of women as competent, skilled, and intellectual member of the community.

STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,000 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an envitonment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 200,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County school system. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 30,000 college students.

FACULTY

THE FACULTY AT MEREDITH CONSTITUTES THE fulcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers, not only research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 75 percent of the faculty have earned the doctorate. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for minors or further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DEsigned to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction, and to develop her many facets as a whole person. (Details are on pages 43-44).

INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with

Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Switzerland, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions (see pages 48-49).

CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older — women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops. They may undertake course work for academic credit leading to an undergraduate or graduate degree, or they may earn certification in a job-related field (see pages 46-47).

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community as a whole with programs and services responsive to a wide variety of learning needs.

GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available in the graduate school office.

CAREER DIRECTION

CAREER OPPORTUNITIES FOR WOMEN ARE GREATer now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering more than 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

— *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

— *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

— *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan awards will receive $5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to provide the difference between the $5,000 award and the costs of tuition, room and board at Meredith for each enrolled Teaching Fellow. Additional information on the Teaching Fellows Program can be found on pages 29 and 46.

— *Medical Technology and Physician Assistant*

Meredith offers a degree program in medical technology in cooperation with the Duke University Medical Center and a physician assistant degree program in cooperation with Wake Forest University Bowman-Gray School of Medicine. Details are available in the Department of Biology and Health Sciences, and on pages 45 and 64.

— *Nursing Transfer Curriculum*

Meredith's Bachelor of Science in Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 45 and 52.

— *Professional Communications*

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 45.

— *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 103.

ADMISSION

AS A COLLEGE COMMITTED TO THE DEVELOPment of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or handicap.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science, either as entering freshmen, as transfer students from other colleges, or as students seeking a second baccalaureate degree. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 25-32.

FRESHMAN ADMISSION

— *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $25 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $25 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 13 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include four units in English, mathematics courses through Algebra II, and credit in foreign language.

Careful attention is given to the applicant's grade average in the academic subjects. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Assessment Test

When reviewed in relation to the high school record and other information, Scholastic Assessment Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 810 and 1000 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (Foreign students, especially those who will be traveling on a student visa, should see page 19 for testing expectations.)

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that handicap. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any handicap in order that any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. (See page 164.)

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. (See pages 27-28.)

— *Early Admission*

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

— *Credentials for Adult Students*

A woman 23 years of age or older (see 46 for definition of 23), who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a re-entry student (see pages 18 and 46). When a specified program is taken, the student is not required to file scores on the Scholastic Assessment Test. In either case, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Early Decision Plan*

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She must take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1, and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. Accepted students are required to make by December 1, a $100 advance deposit, a non-refundable payment that applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT-I scores. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

— *Rolling Admission Plan*

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning November 1, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

— *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the

Office of Continuing Education.

TRANSFER ADMISSION

EACH YEAR MEREDITH ADMITS A NUMBER OF qualified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. (See pages 48-49.)

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. (See page 51.) Residence Credit Requirements.) Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. (See page 43 for information regarding credit requirements for a second degree program.)

— *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall grade average, all college-level work attempted, except orientation and physical education activity courses, is considered.

An applicant having less than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith (see pages 41-42).

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. (Information about the health record is found on page 16.)

— *Credentials for Adult Students*

A woman 23 years of age or older (see page 46 for definition of 23), who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student. In either case, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from each college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her G.E.D. certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins as quickly as possible after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by early October if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

— *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on this page. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted. (See page 52 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.) Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

— *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 51-52 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

INTERNATIONAL STUDENTS

MEREDITH WELCOMES THE INTERNATIONAL STUDENT whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language (TOEFL), which is administered in her local country. A student well-schooled in English should substitute the Scholastic Assessment Test. The tests (TOEFL and/or SAT-I) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for the TOEFL or SAT-I examination, the student should request that a score report be sent directly to Meredith College, Code Number 5410.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. The student should be certain that she has adequate health and accident insurance before traveling to the United States.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,000, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Further information and application materials are available from the Office of Admissions.

RE-ENTRY (ADULT) STUDENT ADMISSION

A STUDENT WHO IS 23 YEARS OF AGE OR OLDER, IS a high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. A student will be considered 23 years of age if she is 23 prior to enrolling in a course or if she becomes 23 prior to the last day of the examination period of the semester in which she is enrolling.

A re-entry student files her application through continuing education and has all official transcripts, including high school and/or GED and *all* post-secondary transcripts, sent to that office. A student who has previously been enrolled in any post-secondary education program must have an official transcript sent from *each* institution attended, including summer sessions.

An evaluation of *all* academic records is prepared, and the potential student meets with a re-entry adviser. A program of a maximum of 15 semester hours credit as a re-entry student is planned for her. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a re-entry student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student files the second phase of her application, which includes a personal reference. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a re-entry student are applicable to the degree requirements.

LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social and financial standing at Meredith. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College. If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing is she will not be on academic probation at the end of the term in which she applies for the leave of absence. She is in good social standing if she is not on social probation and if there is no case pending that would involve probation, suspension or expulsion. To be in good financial standing, a student must have paid all tuition, fees and other charges in the accounting office.

RE-ADMISSION OF FORMER STUDENTS

A STUDENT WHO WAS PREVIOUSLY ENROLLED AT Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. The exception to this policy is the student who was granted a leave of absence, who has complied with the terms of the leave and who re-enrolls within the allotted leave time.

A re-admission application, obtainable from the Office of Admissions, and a $15 non-refundable fee are required when applying for re-admission. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. (See page 54 for a description of the academic retention policy.) The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may apply for re-admission through the re-entry program.

PART-TIME STUDENTS

A PART-TIME STUDENT IS ONE QUALIFYING FOR A degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL ADMISSION PROGRAMS

— *Non-degree Students*

Non-degree students in the following categories may enroll at Meredith in credit courses without conforming to the usual admissions process:

1. A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
2. A certified public school teacher who enters for credit to be applied toward the renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.
3. A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. (See pages 81-94 for admission requirements and procedures and other program information.)
4. A student who is 23 years of age or older and not interested in completing a degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term.

— *Senior Scholars Program*

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

CONDITION OF ADMISSION

EVERY PERSON ADMITTED TO THE COLLEGE AS A student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

AN ORIENTATION PROGRAM IS PROVIDED PRIOR TO the start of classes for students entering in August. (See page 35 for a description of the program and page 164 for the date new students are expected to arrive.) All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing education also sponsors a special orientation each semester for re-entry students.

SUMMER SESSION

DURING THE SUMMER, THE COLLEGE OPERATES three three-week terms. (See page 164 for dates.) Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome, provided they have the permission of their home institutions to take particular courses. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.

FINANCES

MEREDITH COLLEGE ATTEMPTS TO KEEP student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall (see pages 170 and 171 for a description of the residence halls), the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

— *Full-Time Students (12-18 credit hours and all resident students)*

	Semester	*Year*
Resident students tuition	$3,360	$6,720
Room, board, infirmary	1,625	3,250
TOTAL	$4,985	$9,970
Commuting students tuition	$3,360	$6,720

— *Part-Time Students (1-11 credit hours)*

Tuition (for credit or audit)	$190 per credit hour

— *Additional Course Fees*

Credit in excess of 18 hours	$190 per credit hour

Applied Music

Full-time students	
1 half-hour lesson weekly	$105
2 half-hour lessons weekly	$210
Class lessons in piano	$ 90
Class lessons in guitar	$ 90
Recital fee	$100
Part-time students (for credit)	
Tuition of $190 per credit hour plus the following fees:	
1 half-hour lesson weekly	$105
2 half-hour lessons weekly	$210
Class lessons in piano	$ 90
Class lessons in guitar	$ 90
Recital fee	$100

Art

Studio fees vary up to $200 per course to cover expendable materials.

Career Services

CPS 101A—Career Planning Seminar	$10
CPS 301A—Career Planning Seminar	$10

Education

EDU 439—Student Teaching	$200

Health and Physical Education

Equitation, golf, bowling, scuba diving, lifeguarding, WSI, karate, ice skating, snow skiing, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-4—Field Experience	$ 75
SWK 402-2—Field Experience	$180

Auditing Courses

Full-time students	no charge
Part-time students	$190 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges,

— *Resident Damage Deposit*

A Resident Damage Deposit of $50 shall be paid by each resident student at Meredith College. The $50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

— *Special Fees*

Application fee for new students	$25
Application fee for students seeking re-admission	$15
Record evaluation	$ 5
Graduation fee	$50
Transcripts (each)	$ 2

Breakage fee — Students will be billed for unjustifiable damage to college property.

Health services — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Service is available to non-resident students for $75.00 per semester.

TERMS OF PAYMENT

— *Payment Schedule*

Application fee	$ 25
Advance payment for all entering students	$100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $25 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning students	$100

All returning resident students must make this non-refundable deposit before February 15. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in four equal installments (two per semester) as follows:

	Resident	*Commuting*
August 1	$2,492.50	$1,680.00
October 31	2,492.50	1,680.00
December 15	2,492.50	1,680.00
March 31	2,492.50	1,680.00
TOTAL	$9,970.00	$6,720.00

Additional charges for course fees are due with the October and March payments. Statements are sent to students at their permanent address about two weeks prior to each payment due date.

Certain overdue charges, such as library fines, security fines, and long distance telephone charges are added to student accounts for collection. They are due and payable immediately.

Financial aid is applied against charges to offset payments as follows:

One-half of the semester award of Federal loans and grants and Meredith administered scholarships is applied to each payment within the semester.

Non-Meredith administered loans (such as Stafford) and outside scholarships are applied when they are approved.

The North Carolina Legislative Tuition Grant reduces the amount of the October and March payments.

— *North Carolina Legislative Tuition Grants*

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1993-94 was $1,150.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

— *Deferred Payment Plan*

For students and parents desiring to pay educational expenses in monthly installments, a low cost deferred payment program is available through Academic Management Services, Inc., East Providence, RI 02904.

— *Withdrawals/Leaves of Absence*

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Federal portions of the refund will be repaid to the programs from which funds were received in the following order: (1) FFELP loans (2) Federal Perkins loan (3) Federal Pell grant (4) Federal SEOG grant (5) Other title IV assistance (6) Balance of Federal portion to the student. After the federal portion has been refunded, the balance, if any, will be returned in the following order: (1) NC Contractual grant (2) Meredith College grants and scholarships (3) NCSIG (4) NCLTG (5) Student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (Federal, State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

— *Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or handicap. A foreign applicant should consult page 19 for assistance available to students from other countries.

— *Principles and Procedures*

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1,970 for books and supplies and miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1994-95 is $11,940. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $3,475 for food, books and supplies, and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1994-95 is $10,195. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

1. Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Scholarships and Financial Assistance.

2. Complete the Free Application for Federal Student Aid and address as shown on the form. Indicate Meredith as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from the high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will file a Meredith College aid application and an "Early Version" Financial Aid Form, both of which are obtainable from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by February 15.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

An application for financial assistance must be filed each year if the student wishes to receive financial assistance; the form should be filed between January 1 and February 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards by May 1.

Payment of Award

Scholarships awarded by Meredith are credited to the student's college account. For federal grants and loans, receipts are issued to the student and held in the accounting office for the student's endorsement and crediting toward her account.

The accounting office issues monthly checks during the school year to students having campus jobs.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if : 1)her need persists, 2) she applies by the stated deadline, 3) she is making satisfactory academic progress as specified in a statement available in the Office of Scholarships and Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

— *Types of Assistance*

Competitive Scholarships

Meredith College Academic Scholarships

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which are valued at $3,000 per year in 1994-95. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least six scholarship awards are available each year for entering freshmen having superior credentials. These awards are made possible through the following endowment funds:

Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Jessie Ball Dupont Scholarship
Durham Corporation Education Endowment Fund
General Hugh B. Hester Honors Scholarship
Paula Green Hester Honors Scholarship
Cleo and Elwood Perry Honors Scholarship
Vida Thompson Williams Scholarship

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $1,000 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a FAFSA.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

Art Scholarships

Eleanor Layfield Davis Scholarship
Ruby C. and Ernest P. McSwain Scholarship
Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from $375 to $1,250 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary port-folio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Art Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually, subject to the recipient's being a full-time student pursuing a major in art and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships
A.J. Fletcher Scholarship
Robert H. Lewis Scholarship
Music Talent Scholarships

Each year one A.J. Fletcher Scholarship, one Robert H. Lewis Scholarship, and three Music Talent Scholarships are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships is for $7,500 per year. The Robert H. Lewis Scholarship is for $1,500 per year. A Music Talent Scholarship varies from $500 to $1,500 per year, according to the recipient's financial need.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Scholarships and Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, or the Music Talent Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College awards each year to an entering freshman one Sandra Graham Shelton Scholarship in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Scholarship is $1,250 per year. It is renewed annually, for a total of four years, subject to the recipient's being a full-time student pursuing a major in interior design and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Meredith College Scholarship for Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is $2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted in a full-time program of study.

Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is $2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the $5,000 per year scholarship/loan provided by the State, recipients who enroll at Meredith will receive grants coordinated by the College to assure that tuition and room and board expenses are covered. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award—a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award—a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. If applying for need-based financial assistance at Meredith, file a Meredith College Financial Aid Application and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/ Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 *and* an overall G.P.A. of 2.50, pursuing a program leading to teacher certification, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the State. For a student to be eligible for such an award, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for $200 to $400 per year, depending upon the Acteens achievement level the student has obtained.

Studiact Level of Achievement	*Per Year Value*	*Four-Year Total Value*
Queen or Service Aide*	$200	$ 800
Queen with a Scepter	$250	$1,000
Queen Regent	$300	$1,200
Queen Regent in Service	$350	$1,400
Service Aide**	$400	$1,600
State Acteen Citation	$450	$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina , P.O. Box 26508, Raleigh, NC 27611-1107.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds

The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W.A. Thomas Student Loan
The William C. Vick Loan Fund

The following scholarships are also available:
George L. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Ballou Trust
Dr. J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. and Irene Bonhardt Scholarship
Annie and John Bostic Scholarship
Branch Banking & Trust Scholarship
Charles Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
James E. and Mary Z. Bryan Scholarship
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Susan L. and Susan E. Burnette Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Z.M. Caveness Scholarship
Centura Bank Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancey Memorial Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1952 Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Norma Baker Cook Art Scholarship
Beulah Rimmer Craig Scholarship
Barham and Bertha Langdon Creech Scholarship
Roger H. Crook Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Essie Dale Hunter Dickson Scholarship
Elizabeth James Dotterer First Family Scholarship
Durham Corporation Education Endowment Fund
Phyllis Edwards Scholarship
Lucille Lawrence Ellis Scholarship
Myrtle Hart Farmer Scholarship
Farrior Sisters Scholarship
Lucy Teague Fassett Scholarship
Dr. James Grady Faulk First Family Scholarship
First Citizen Scholarhips
First Union Scholarship
Fiske-Rose Scholarship
Foreign Language Scholarship
Nannie S. Gaddy Scholarship
Katherine Papadakis Georgallis Scholarship
Goodwin Girls First Family
Lillie Grandy Scholarship
Mae Grimmer Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus F. and Bessie S. Hall Memorial Fund
Fuller B. Hamrick Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Graduate Scholarship
Mattie Jenkins Henderson Scholarship
Ruth Hilliard Hensley Music Scholarship
History and Politics Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M.A. Horner Scholarship
Mabel Andrews House Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Hattie McCauley and Arthur James Scholarship
Frances P. Jennings Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Ione K. and Thomas B. Knight First Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Hoggard Maddrey Scholarship
Mangum Scholarship
Mr. and Mrs. W.H. Matthews Scholarship
Quentin Oliver McAllister Scholarship
Mona Blevins McGilvray Scholarship
Wilma L. McCurdy Scholarship
Mary MacStroud McLean Scholarship
Ralph McLain Memorial Award
Margaret Mason McManus Scholarship
Leroy Martin Scholarship
Charles E. Merrill Scholarship
Emma Bronson Miller Scholarship
Everett Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Nations Bank Scholarship
Margaret Grayson Nelson Scholarship
First Baptist Church New Bern Scholarship
Jennie Reid Newby First Family Scholarship

Nancy Newlin Memorial Scholarship
Mary Crawford Norwood Scholarship
Marguerite Warren Noel First Family Scholarship
Lois Griswold Outland Scholarship
Gladys Blaylock Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Elizabeth Fleischman Patrick Scholarship
Perry-Harris Scholarship
Carolyn Peacock Poole Scholarship
Ida Poteat Scholarship
Theodore Presser Scholarship
Helen Price/Kappa Nu Sigma Scholarship
Thomas B. Pruitt Scholarship
Carlton Sylvester Prickett Scholarship
Public Service Company of North Carolina Scholarship
Z. Smith Reynolds Scholarship
Virginia Lancaster Robertson Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship Endowment
Alice Goodman and Daniel Satisky Scholarship
Dorothy Hunt Sides Scholarship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Ruth F. Singleton Scholarship Endowment
Louise Shingleton Shivers Scholarship for Creative Writing
Theola R. Stewart First Family
Viola James Strickland Scholarship
Oliver Larkin Stringfield Scholastic Fund
Jane Watkins Sullivan Scholarship
Emma Barber Towler Memorial Scholarship
Lucretia Dean Vick Travel Award
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Wescott-Daniels Memorial Scholarship
Lettie Pate Whitehead Scholarships
Martha McKeel Whitehurst Scholarship
Duvall Williams Scholarship
Lena Mae Williams and Lena Stone Williams Music Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Womble Scholarship
Clara Young Woodall Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship
John Yarborough Award

Campus Employment

A variety of on-campus jobs provides a financial assistance resource in the form of campus employment. For the recipient, the estimated earnings are included in her assistance award. Monthly compensation is paid directly to the student.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as a degree-seeking student and must be making satisfactory progress toward graduation.

Federal Pell Grant

These federally sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources.

No separate application is required as the Free Application for Federal Student Aid (FAFSA) serves as the application when it is properly completed. Following an analysis of the FAFSA a Student Aid Report (SAR) is sent to the student. The student sends the SAR to the Meredith Scholarships and Financial Assistance Office regardless of her eligibility.

Federal Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need. Priority must be given to students receiving Pell Grants.

Federal Perkins Loan

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins nine months after graduation, at termination of study, or at reduction to less than half-time study.

Federal Work-Study Program

Many of the students assigned to campus employment are participating in the federally sponsored Federal Work-Study Program.

Federal Subsidized Stafford Loan Program (formerly Guaranteed Student Loan)

Under this program, a student may be eligible to borrow as much as $2,625 for the first year of college, $3,500 for the second year, and up to $5,500 for the third and fourth year. The federal government will pay interest on the loan while the student is in school.

Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. Any student attending Meredith may obtain an application by writing College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605. If the student lives out of state, she may prefer to inquire about the source of applications from the Educational Assistance Authority for her state of legal residence.

Unsubsidized Federal Stafford Loan

This is a new program open to students who may not qualify for or may qualify for only a partially subsidized Federal Stafford Loan as described in the preceding section. The same terms and conditions apply as in the subsidized Federal Stafford Loan program except that the student is responsible for the interest that accrues while she is in college.

North Carolina PLUS Loans

The North Carolina PLUS (N.C. PLUS) Program is part of the nationwide PLUS Loan Program established by Congress in 1980.

Parent(s) of dependent students may borrow under N.C. PLUS. Under this program there are no income restrictions, but the borrower must demonstrate ability to make the required monthly payments.

Parent(s) of a dependent student may borrow up to the cost of education minus any financial assistance. Applications and details are available from College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1993-94 was $1,150. (See page 24.)

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605. To apply, the student must answer "yes" to the question on the FAFSA form which gives permission to send data to the State agency.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

Prospective Teachers

Consult your high school guidance counselor for information and applications for the following programs:

N.C. Prospective Teacher Scholarship
The Paul Douglas Teacher Scholarship

FRES
SOP

STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to its student community. There is a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides a creative residence-life program, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

An exciting aspect of student life at Meredith is the opportunity–and the responsibility–students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues and student self-governance. To lend encouragement and support to the student-life area, the College provides a variety of services and trained personnel through the Division for Student Development. Student support services include dean of students, residence halls, residence directors, campus ministry, developmental counseling, student activities, career services, community resources, academic success seminars, international programming, social, recreational, and cultural events.

STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet fellow classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The *Student Handbook* is reviewed in several training sessions to familiarize the new student with all aspects of campus life at Meredith. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to the college experience and the community.

CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL ASPECT OF the campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The purpose of the Concerts and Lectures Committee and the Convocation Committee is to bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; and Dr. Jane Goodall, scientist (world authority on primate behavior) and author, Supreme Court Justice Sandra Day O'Connor, syndicated columnist Erma Bombeck, and United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Works also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith student, faculty and guest performance musicians.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus and the Meredith Chorale appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. The *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Tintypes*, *Toys in the Attic*, *The Rimers of Eldritch*, a Christmas concert, and a spring dance concert.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

Several on-campus social activities for students are coordinated through the efforts of the Meredith Entertainment Association, which works to bring a variety of entertainment to the Meredith campus. A number of the College's activities sponsored by various student organizations are part of the Meredith tradition. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Christmas dinner, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, in Chapel Hill, in Durham, in Greensboro, and in Winston-Salem, offers a host of social activities.

STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year; full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected on the criteria of constructive leadership, service to the College, and academic achievement. Chosen from the junior and senior classes, members are inducted at a ceremony. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also have the purpose of recognizing academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on page 54.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Phi for home economics, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day.

STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUdents as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life affairs and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

— *Honor System*

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty of any nature has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this matter to the attention of that student as a violation of responsibility to the community.

STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

The leadership of the Student Government Association is composed of four elected groups–the elections, residence hall, legislative, and judicial boards. An executive committee is composed of the student government president and representatives from each board.

— *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, a committee composed of faculty and students, Student Life Committee, confers with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook.* A synthesis of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

— *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

STUDENTS ARE RESPONSIBLE FOR THE EFFECTIVEness of the many organizations on campus. For example, three college publications are produced by students. The *Herald,* the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. The *Acorn,* the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves.*

Student-directed clubs are another means of enriching the Meredith program. Developing from academic and other types of activities, these organizations encourage students to pursue their various interests and to explore their leadership capabilities. Meredith students can choose from over 70 student organizations in which to participate. The more active clubs and organizations on campus include Barber Science Club, Association for Black Awareness, Canaday Mathematics Club, Elizabeth Avery Colton English Club, Alpha Lambda Delta Freshman Honor Society, Meredith International Association, La Tertulia Spanish Club, Tomorrow's Business Women, Tyner Chapter of the Student National Education Association, Young Democrats Club, College Republicans, Society for Human Resource Management, Women in New Goal Settings (WINGS) for re-entry students, Meredith International Association, and Association of Meredith Commuters.

— *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although having originated as literary societies, Astrotekton and Philaretian now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERitage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as a place for weekly campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The period from 10 to 11 a.m. on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are Religious Emphasis Week, the Staley Distinguished Christian Scholar Lecture Series, the Gullick Lectures in Christian Studies, the Mary Frances Preston Lectures in Biblical Studies, and the Jo Welch Hull Lectures in Christian Life. Each of these annual events brings outside resource people to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association

(MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Recreation Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A weight room is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities, along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

THE ORGANIZATION AND ACTIVITIES OF THE intercollegiate athletic program are administered by the Department of Health, Physical Education, and Dance — an academic department under the Vice President and Dean of the College. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith does not offer athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

RESIDENCE

MEREDITH STUDENTS UNDER THE AGE OF 23 ARE encouraged to live on campus or to reside with their parents, husband, or (with special permission) a close relative. Senior and junior students and transfers accepted for those classes may, on occasion, be given special permission by the Dean of Students to reside off campus.

Campus housing is guaranteed to students under the age of 23. Housing for students over the age of 23 will be considered on an individual basis.

Seven residence halls are available for on-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted.

Freshmen are usually assigned to Carroll, Stringfield, Brewer and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the Director of Residence Life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants of the other residence halls. Two Residence Directors are employed to live in the freshman residence halls and are available to students at all times; four other residence directors are available to the upperclass students.

— *Commuter Student Life*

The commuter student enjoys a variety of programs planned throughout the year to meet the unique needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. The lounge, located on the second floor of Cate Center, is designated for commuter student rest, study, and relaxation. It is the center of commuter student activity and communication since there are mailboxes, a telephone, and a bulletin board for students to receive information and announcements about important events. Women in New Goal Settings (WINGS), the adult student organization, also holds its monthly meetings there.

Food is available in the snack bar in Cate Center or in Belk Dining Hall.

COMPUTER SERVICES

THE HARRIS BUILDING HOUSES A MICROCOMPUTER laboratory in room 206. The lab is used by a variety of students for mathematics, statistics, computer science, and business programs. The lab contains 20 computers and printers. Another microcomputer lab is located in Joyner 101. It contains 15 microcomputers and printers. Students use this lab for word-processing and a variety of other programs. A lab of 20 microcomputers is planned for Ledford Building. This microcomputer lab should be functional in the Fall of 1994. It will contain a variety of software including packages for psychology, statistics, and word-processing. Other smaller laboratories are located in several of the classroom buildings. Some residence halls have a few computers for word-processing.

HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the Director of Health Services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians located off campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

— *Career Planning*

The Office of Career Services, located in Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumés, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A for-credit career planning seminar, open to all students, is offered during the fall and spring semesters. Senior workshops and on-campus recruiting by employers are available to seniors as they begin to implement their plans for graduate study or careers.

— *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See page 47-49 for further details.

— *Personal Counseling*

Professional counselors are available to talk confidentially with any student who has a personal concern of any kind–academic, vocational, or social-emotional. In addition to the counseling service provided on campus, the counselors also have information about available off-campus resources which may be pertinent to students' needs. Students are encouraged to stop by the counseling offices any time during the day, or to call and arrange an appointment. The counseling offices are located on the second floor of Cate Center and in Jones Chapel.

— *Personal Growth and Counseling Center*

The Personal Growth and Counseling Center is designed to help meet the needs of students for personal and group counseling opportunities. In a warm and relaxing atmosphere, students are encouraged to use the Center's collection of reading materials and tapes. The counseling staff is available for personal counseling at the request of the individual student. Programs encompassing a wide range of topics dealing with personal growth and development are also offered through the center.

— *Freshman Seminar*

All freshmen are invited to attend a Freshman Seminar during the fall semester. Sessions are designed to enhance the academic, social, and personal adjustment of the student to college life.

ACADEMICS: PROGRAMS AND REGULATIONS

MEREDITH OFFERS THREE UNDERGRADUate degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A certification program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, elementary education, and music: the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office.

CHOICE OF CATALOGUE

A STUDENT MAY ELECT TO FOLLOW THE DEGREE requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue. Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

DEGREE PROGRAMS

— Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

— Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on page 42.

General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health and physical education.

I. Humanities and fine arts............27-30 credit hours
   A. English composition.................3-6 credit hours
      Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
   B. Foreign language ....6 credit hours
      (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
   C. Literature.....................................6 credit hours
      1. A 3-hour course in major British authors
      2. *A 3-hour course in English, American, or world literature, or any literature course in a foreign language*
   D. Religion.......................................6 credit hours
      1. Religion 100
      2. *Any advanced 3 hour course in religion*
   E. *Elective..6 credit hours*
      Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre.

II. Social and behavioral sciences ....12 credit hours
   A. History of Western Civilization ....3 credit hours
   B. *Electives* ....9 credit hours
      Must include at least two of the following categories: economics; cultural geography; sociology and anthropology; politics; psychology. Additional choices may be from any of the social and behavioral sciences, including history.

III. Mathematics and natural sciences ....minimum of 13 credit hours
   A. One laboratory course chosen from biology, chemistry, or physics.....................4 credit hours
   B One course in mathematics ....3 credit hours
   C. *Electives..6 credit hours*
      To be taken from two of the following: biology; chemistry; physical geography; physics; or mathematics.

IV. Health, physical education, and dance.......................................4-6 credit hours
   Include four hours of activity courses or three hours of activity courses and a course in health or first aid.

V. Capstone studies
   One capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional capstone courses may be taken as pure electives.

NOTE: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 57-139. The maximum number of hours which may be required for graduation in any major is eighty-five (85). An Approved Preprofessional Practice Program is being developed in nutrition.

Bachelor of Arts
American Civilization
Art
Biology
Chemistry
Dance
Economics
English
French
History
International Studies
Mathematics
Music
Political Studies
Psychology
Religion
Social Work
Sociology
Spanish
Speech Communication
Theatre

Bachelor of Science
Biology
Business Administration
Chemistry
Child Development
Clothing and Fashion Merchandising
Foods and Nutrition
Health Science
Home Economics
Interior Design
Mathematics
Computers and Mathematical Sciences
Medical Technology

Bachelor of Music
Applied Music
Music Education

Teacher education is described on pages 76-87.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible, normally approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. *Departmental*—Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.

2. *Interdisciplinary*—Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

— *Minors*

A student may choose to complete a minor area of concentration, but she is not required to do so. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

— *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 119-120.

— *Requirements for a Second Baccalaureate Degree, Major or Minor*

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.

2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior. A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required.

THE HONORS PROGRAM

THE HONORS PROGRAM OFFERS THE INTELLECTUally gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

— *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses..............................7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options of biology, chemistry, and physics.

Honors Colloquia..6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect—to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field...............................6 hours

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

Honors Elective..6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

Honors Thesis or Equivalent Project................3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors Committee. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

CAREER DIRECTION

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, home economics, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Office of Career Services also provides information and advice (see page 39).

— *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

— *Medical Technology Program*

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA-approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. (For specific requirements, see page 65.)

— *Nursing Transfer Curriculum*

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who would hold an associate degree or diploma in nursing enter Meredith through the re-entry option provided by continuing education (see page 19). The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with nearby BSN-granting institutions to select appropriate courses. (For more information, see pages 13 and 52.)

— *Physician Assistant Program*

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. (For specific requirements, see pages 64-65.)

— *Professional Communications*

Coordinated by the Department of English, the Concentration in Professional Communications is an 18-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. (Concentration requirements are on page 90.)

— *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 103.

— *Teacher Education*

Meredith College offers state-approved competency-based teacher education programs leading to initial North Carolina teaching license in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, French, and Spanish; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

— *Teaching Fellows Program*

The Teaching Fellows Program offers talented North Carolina students who choose teaching as a first career option unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program relevant to their program of study. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to meet the full cost of tuition, room and board, provided the award winners meet the program requirements. (For more information about the award, see pages 13 and 29.)

CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

CONTINUING EDUCATION

CONTINUING EDUCATION AT MEREDITH PROVIDES access to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and noncredit, are as follows:

— *Re-entry/Academic Credit Programs*

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 18) or through special admission as a re-entry student (see page 19). Because the re-entry option involves pre-admission advising and an individually tailored preliminary program, even those eligible for regular admission generally follow this special procedure.

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

— *Enrichment Programs*

Courses in the Enrichment Program award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by businesses, agencies and institutions for certification and advancement purposes. Many enrichment courses also award Teacher Renewal Credits (TRCs) which can be used for teacher recertification in North Carolina. The Enrichment Program provides opportunities for community women, men and children to enrich their lives through a variety of programs offered each semester. Continuing Education programs are open to Meredith College students, faculty and staff on the same basis as the community at large. Academic credit is available for Meredith College students who participate in the Great Decisions Lecture Series each spring.

— *Certificate Programs*

Legal Assistants Program

In recent years, there has been a growing interest nationwide in the paralegal profession and the opportunities it offers for employment. Legal assistants, or paralegals, are persons with knowledge of legal concepts and procedures who aid attorneys in their work. While legal assistants cannot give legal advice to clients, represent clients in court, accept a case or set a fee, they can perform many responsible tasks delegated to them by attorneys.

The Legal Assistants Program is a professional certificate program, approved by the American Bar Association, for women who have already completed a bachelor's degree. Established in 1980, the Meredith Legal Assistants Program is the only paralegal program in North Carolina that is both post-baccalaureate and ABA-approved.

Employment opportunities for legal assistants are varied. While most work for private law firms, many find positions with banks, corporations, and government agencies. Responsibilities differ depending upon the kind of business or firm and its size and specialization. A significant number of legal assistants eventually attend law school. Training as a legal assistant provides instruction in basic legal principles and skills which can be transferred to many occupational settings.

Meredith's Legal Assistants Program is designed for either the full-time student or the part-time student who holds a full-time job. Students may choose from two-semester or three-semester evening schedules, or a 13-week intensive schedule of day and evening classes offered in the summer only.

The program is open to women who have earned a baccalaureate degree from an accredited college or university. No specific major is required. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field. All students complete a core curriculum which provides instruction in legal concepts, terminology and procedures; legal research and writing; the professional responsibilities of lawyers and legal assistants; and law office management. In addition, each student selects a specialty area of the law—either civil litigation, real estate, or corporate law—in which to concentrate.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics, and are recommended for students considering applying to law school (see page 103). Further information about the Legal Assistants Program is available from the Office of Continuing Education.

INDIVIDUALIZED OPTIONS

— *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. (See page 57.)

— *Cooperative Education*

Cooperative education is a program which gives students the opportunity to relate their classroom learning to work experience. Through supervised professional employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Office of Career Services. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

— *Cooperating Raleigh Colleges*

Meredith, Peace, Saint Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

— ROTC Opportunities through Cooperating Raleigh Colleges

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

— International Studies

Meredith Abroad in Zurich and London

Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Switzerland) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

Meredith Abroad — Special Summer Opportunities

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Mexico, and Spain. Art and history have regularly combined to offer students opportunities to study in a wide variety of venues, including France, Greece, Italy, Egypt, Turkey, and eastern Europe.

Recently the Department of Biology sponsored a program in arctic Russia; the Department of Business sponsored a program in the United Kingdom; and the Department of Education, in New Zealand.

Junior Year in England

Meredith has exchange programs with two institutions of higher learning in Hull, England, a Raleigh Sister City. Meredith juniors can apply for study at Humberside College of Higher Education or at the University of Hull. Our exchange agreement with these institutions allows students to study in England at costs comparable to those at Meredith.

Semester in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

Art Program in Italy

Art students above the freshman level may apply for a summer of art study for a full semester's credit.

People's Republic of China

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the director of international studies.

Semester in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

Japan

Meredith has an exchange agreement with Obirin University in Tokyo. Students interested in studying Japanese language and culture should contact the director of international studies.

— Individual Participation in Programs of Other Institutions

The director of international studies assists Meredith students in learning about opportunities sponsored by other American colleges and universities and by international institutions for study abroad.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew

University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., Meredith students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

The Washington Center

Meredith students may elect to participate in an internship or an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any student who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

— *Correspondence Credit*

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

— *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION CONSISTING of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six or nine weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

— *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in preprofessional planning.

— *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

— *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements (pages 41-42) and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

— *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. *Since the student is finally responsible for fulfilling graduation requirements,* she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the College.

— *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation and are receiving a degree may participate in the formal commencement program held in May. *No exceptions are made.*

— *Graduate Record Examination*

Students interested is graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through the Office of Career Services or at other established testing centers. More information is available from academic advisers or in the Office of Career Services.

— *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. (See pages 52-53, Grading System). All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

— *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

— *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

— *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 17. Students in residence should apply directly to the department concerned or to the registrar.

— *Auditing Courses*

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

— *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-institutions. If a transfer enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at a regionally accredited four-year college.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physicians assistant program or medical technology program will complete the last year of her work at Bowman Gray Medical School of Wake Forest University or at Duke Medical School, respectively.

— *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Meredith credits are recorded in semester hours and are evaluated with letter grades 'A' through 'F' (see pages 52-53 for a complete explanation of the grading system at Meredith) on the 4.0 scale. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

— *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

— *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

— *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. (See pages 125-126 for list of ensemble courses.)

— *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education or dance must be approved by the head of the Department of Health, Physical Education, and Dance and by the dean of the College or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

— *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.

F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
N	An interim grade assigned when there is no report by the instructor.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
WF	The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. A grade of WF is equivalent to an F for grade point averages and is NOT removed by a repeat WP in the course.
WP	The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes. *NOTE: Read thoroughly the WF statement immediately above.*
W	The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
Au	The student completed a satisfactory audit.

— *Pass/Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

Pass/Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

— *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

ACADEMIC RECOGNITION

— *Classification*

Each student is classified on the following basis:

Classification	*Semester Hours Credit*
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

— *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

— *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.
   1. Meredith credits—all courses taken at Meredith.
   2. Total credits—all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude*.

RECORDS

— *Registration*

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

— *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. A fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

SATISFACTORY PROGRESS, RETENTION, AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart*:

Total Hours Attempted	*Minimum Expected Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A readmitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

---

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Sarisfactory Academic Progress" is available from the Office of Scholarships and Financial Assistance.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice president and dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice president and dean of the College to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

OFFICIAL WITHDRAWAL

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For re-entry students, withdrawal is effected through the Office of Continuing Education. Students failing to make official withdrawal forfeit the right of honorable dismissal.

For the leave of absence policy see p. 20.

MEREDITH
18

COURSES OF STUDY

- *Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.*
- *Brackets enclosing the number and title of a course indicate that the course is not given for the current year.*
- *The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.*
- *A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.*

SPECIAL STUDIES

SPECIAL STUDIES COURSES ARE AVAILABLE IN ALL departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.
3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

SEVERAL DEPARTMENTS INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

Spring *3 hours*

CAPSTONE STUDIES

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A wholistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: Minimum 75 credit hours completed at the time of registration. (Recommended: At least 12 credit hours completed in the major.)

CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

3 hours

NOTE: Check current registration information for additional course offerings.

CAP 401 LIVING REVOLUTION

This course examines revolutionary developments that have transformed pat human experiences and continue to affect contemporary life. Students explore revolutionary shifts in worldviews, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

3 hours

CAP 402 THE POWER OF LITERACY

A course designed to acquaint the student with the social and intellectual implications of literacy. Literacy and illiteracy will be examined in historical, philosophical, scientific, and contemporary contexts. Various types of functional illiteracy will be explored, including computer or technological literacy, mathematical illiteracy (innumeracy), etc. In addition, each student will read a classic work in her own major field, and will participate in discussions of her text with classmates from other disciplines. Students will be required to examine their knowledge, skills, and values in relations to course content and devise a means of acting upon them. There is a strong emphasis throughout the course on synthesis of information and thinking skills. Students completing the courses should become more sophisticated readers and listeners.

3 hours

CAP 403 MOTHER EARTH

This course is an examination of the interactions of humans with and within our natural environment. We will discuss environmental issues such as waste disposal, habitat destruction, and pesticide use, in the context of learning how to critically analyze the problems, consider possible options, and make educated decisions involving these issues. In this regard, we will examine these issues from multiple perspectives, including ecological significance, historical background, political and economic considerations, and societal impact. Students will be encouraged to ask questions and explore issues from the basis of their own concerns, interests, and knowledge. In addition, the relationships between nature and art, literature, and religion will also be studied, and students will be encouraged to examine their own knowledge and skills and clarify their own values regarding nature. Activities such as outdoor trips, reading from classic and contemporary literature, and group action projects will be focused toward understanding how natural processes and human-imposed processes shape our Mother Earth.

3 hours

WOMEN'S STUDIES

VARIOUS DEPARTMENTS INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

CAREER STUDIES

CPS 101 CAREER PLANNING FOR FRESHMEN AND SOPHOMORES

This course offers first- and second-year students the opportunity, through personal, interest, and skill assessments, to explore possible choices of major study and career fields. Decision making, goal setting, resume writing, interviewing strategies, and professional development are among the topics presented and practiced. Pass-fail grading only.

1 hour

CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to specific job strategies, and to the concepts of career development as a lifelong process. Pass-fail grading only.

1 hour

COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: 60 semester hours of college credit. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

1 to 4 hours

COE 403 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

1 to 4 hours

ART

Associate Professor Bailey, Head; Associate Professor Hathor; Assistant Professors Fitz-Simons, Greenberg and Short; Instructors Banker, Parker, and Robinson; Adjuncts Beatty, Givvines, Reuer, Springer, and Terry.

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Transfer students should have portfolio review before registering for art classes.

All art majors are required to complete a core curriculum of 20 credit hours. The addition of six hours in art history, six hours in studio art, and six elective hours in upper-level studio courses meets the minimum requirement of 38 hours in art for the Bachelor of Arts degree. If the student wishes to pursue specialized development in a particular area of art, she is encouraged to add a concentration in studio art, art history, graphic design, or art education to her art major. Through Special Studies courses arranged with individual faculty members, a student may add even greater depth to her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrange through appropriate faculty.

Minors, consisting of 21 hours in art, are available in a variety of concentration areas. Information on requirements is available in the art department.

The student planning to seek entry into graduate school is urged to consult early with the art department head or appropriate faculty member to gain the best preparation for graduate study from her undergraduate program.

Art study abroad is available to students in our summer Art in Italy program. See the department head for more information on this program or other Meredith Abroad programs to foreign countries.

— Requirements for a Major

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I	3
ART 105 2-D Design	3
ART 106 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 493 Senior Seminar	2

ART 494 Senior Project 1
TOTAL Core Hours 20

— Requirements for a Major in Art with No Concentration

I. The Core Curriculum 20
II. Art History 6
  ART 324 Topics in Modern Art History (3)
  ART History Elective (3)
III. Studio 12
  ART 102 Drawing II (3)
  ART 107 3-D Design (3)
  Art Electives (6)
TOTAL hours for the major 38

Studio Art

The Studio Art Concentration is designed for the students who intends to pursue the practice of visual art as a profession. The concentration provides adequate preparation for her entrance into graduate school or into many fields as a professional. The student should begin the concentration by the second semester of the sophomore year or the first semester of the junior year in order to avoid delays in graduation and provide time for internships.

Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum 20
II. Art History 6
  ART 324 Topics in Modern Art History (3)
  Art History Elective (3)
III. Studio Art Concentration 21
  ART 102 Drawing II (3)
  ART 107 3-D Design (3)
  Studio Area Concentration (15)
TOTAL hours for the major 47

Graphic Design

The Graphic Design Concentration consists of the core curriculum of 20 hours, 3 additional hours in drawing, 19 hours in graphic design, and 9 additional hours of graphic design-related electives approved by the faculty adviser for a total of 51 hours. The student should begin this concentration the first semester of the sophomore year in order to be prepared to produce a portfolio without a delay in graduation.

Requirements for a Major in Art with a Concentration in Graphic Design:

I. The Core Curriculum 20
II. ART 102 Drawing II 3
III. Graphic Design Concentration 28
  Required Courses 19
  ART 140 Introduction to Graphic Communications (3)
  ART 245 Typography and Layout (3)
  ART 247 Techniques of Illustration (3)
  ART 230 Photography I (3)
  ART 341 Processes and Production (3)
  ART 440 Advertising Design, ART 441 Advanced Illustration, or ART 442 Publication Design (3)
  ART 490 Professional Design Studio (1)
  Related electives approved by faculty adviser 9

Suggested courses that may be taken to fulfill the elective requirement:

ART 301 Life Drawing (3)
ART 440 Advertising Design (3)
ART 441 Advanced Illustration (3)
ART 442 Publication Design (3)
ART 490 Professional Design Studio (1-2)
  (in addition to the required 1 credit hour)
ART 930 Community Internship (2-4)

Art History

The Art History Concentration requires 12 hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

Requirements for a Major in Art with a Concentration in Art History:

I. The Core Curriculum 20
II. Studio Art 3
  ART 107 Three Dimensional Design
III. Art History 15
  ART 324 Topics in Modern Art History (3)
  Art history courses beyond the core (12)
IV. Electives approved by faculty adviser 9
TOTAL hours for the major 47

Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to K-12 art license in conjunction with the Department of Education.

Requirements for a Major in Art with a Concentration in Art Education:

I. The Core Curriculum 20
II. Art History..6
  ART 324 Topics in Modern Art (3)
  Art History Elective (3)
III. Studio 21
  ART 102 Drawing II (3)
  ART 107 3-D Design (3)
  ART 210 Beginning Painting (3)
  ART 260 Ceramics (3)
  ART 265 Sculpture (3)
  ART 270 Fiber or Metal Crafts (3)
  ART 350 Printmaking (3)
IV. Professional Education 32
  ART 734 Elementary School Methods (3)
  ART 735 Middle School Methods (3)
  ART 736 High School Methods (3)
  EDU 232 Foundations (3)
  EDU 234 Ed Psych (3)
  PSY 210 Developmental or PSY 310 (3)
  PSY 312 Exceptional (3)
  SOC 335 Ethnic Relations (3)
  EDU 439 Student Teaching (6)
  EDU 441 Audio/Visual (1)
  EDU 471 Reading (1)
TOTAL hours for the major 79

— Curriculum

Art History

ART 220 INTRODUCTION TO NON-WESTERN ART

Selected works from various non-western societies, such as India, Japan, China, and Africa are studied within the context of their cultures and are compared to western art.

Spring *3 hours*

ART 221 SURVEY OF WESTERN ART — PREHISTORY-1250 A.D.

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period. Open to all students as a humanities and fine arts elective.

Fall *3 hours*

ART 222 SURVEY OF WESTERN ART HISTORY — 1250 A.D.-PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art. Open to all students as a humanities and fine arts elective.

Spring *3 hours*

ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

3 hours

ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Topics are on a three-smester rotation and may be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

Fall *3 hours*

Studio Art

(Studio fees are assessed for most studio courses.)

ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with practical application through studio projects and papers. Art careers are discussed by professional artists and designers in their work spaces.

Fall *2 hours*

ART 101 DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

3 hours

ART 102 DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I. Color is introduced through various media. Prerequisite: ART 101. Six studio hours per week.

3 hours

ART 105 TWO-DIMENSIONAL DESIGN

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

3 hours

ART 106 COLOR THEORY

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 105. Six studio hours per week.

3 hours

ART 107 BASIC THREE-DIMENSIONAL DESIGN

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

3 hours

ART 301 LIFE DRAWING

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit. Six studio hours per week.

3 hours

ART 210 BEGINNING PAINTING

An introduction to the basic techniques and media of oil painting. Six studio hours per week. Prerequisite: ART 101, 105 and 106 or permission.

3 hours

ART 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Individual contracts are devised for each student. Prerequisite: ART 210. May be repeated for credit. Six studio hours per week.

3 hours

ART 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

3 hours

ART 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230, with an emphasis on experimental techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be repeated for credit. Six studio hours per week.

3 hours

ART 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including the zone system, color photography, portrait photography, photography for advertising, and photo journalism. Prerequisite: ART 230. May be repeated for credit. Six studio hours per week.

3 hours

ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to prepare effectively simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites.

Fall *3 hours*

ART 245 TYPOGRAPHY AND LAYOUT

A study of the uses of typography and the composition of visual information for the designer. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication through the printed page. Prerequisites: ART 101, 105, and 140.

Spring *3 hours*

ART 247 TECHNIQUES OF ILLUSTRATION

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 101, 105, 106, and either ART 102 or ID 243.

3 hours

ART 341 PROCESSES AND PRODUCTION

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 230, 245.

Fall *3 hours*

ART 490 PROFESSIONAL DESIGN STUDIO

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit.

1 hour

ART 440 ADVERTISING DESIGN

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication and marker rendering. Prerequisite: ART 341.

Spring *3 hours*

ART 441 ADVANCED ILLUSTRATION

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 247. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 247 and 341 or permission.

Spring *3 hours*

ART 442 PUBLICATION DESIGN

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 341.

Fall *3 hours*

ART 346 INTERIOR DESIGN

See HEC 346

3 hours

ART 447 ADVANCED COMMERCIAL DESIGN

See HEC 447

3 hours

ART 448 ADVANCED RESIDENTIAL DESIGN

See HEC 448

3 hours

ART 350 PRINTMAKING I

Emphasis on Intaglio and relief processes. Prerequisites: ART 101 and 102 or permission. Six studio hours per week.

3 hours

ART 351 PRINTMAKING II

Editions produced by incorporating Intaglio and/or relief multi-plate techniques. Prerequisites: ART 101, 102, and 350. May be repeated for credit.

3 hours

ART 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course.

3 hours

ART 361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be repeated for credit.

3 hours

ART 265 SCULPTURE

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisites: ART 101 and 107.

3 hours

ART 270 FIBER OR METAL CRAFTS

Fiber crafts: an introduction to various fabric construction and embellishment techniques, including woven, non-woven, and surface design processes.

Metal crafts: an introduction to the design and production of jewelry. Techniques, such as cloisonne, enameling, fabrication, casting, and surface embellishment will be examined. May be repeated for credit. Prerequisite: ART 105.

3 hours

Art Education

ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL PRE-K-5 (for art majors)

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

3 hours

ART 735 THEORY AND METHODS OF TEACHING ART IN THE MIDDLE SCHOOL 6-8 (for art majors)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

3 hours

ART 736 THEORY AND METHODS OF TEACHING ART IN THE HIGH SCHOOL 9-12 (for art majors)

A study of traditional and experimental methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. Attention to the development of programs which deal with both the non-artist and the future artist is a priority. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

3 hours

ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements.

Prerequisite: IDS 100 or ART 221 or 222.

3 hours

Senior Requirements

ART 493 SENIOR SEMINAR

All art majors must complete this course prior to taking senior project. Students will continue research or studio work for their senior project. Seminar topics focus on the profession of art. Prerequisite: three years of art study. If you plan a December graduation, you should register for this class for the fall of the year before.

2 hours

ART 494 SENIOR PROJECT

All senior art majors should register for this course in the last semester of the senior year. The student will produce an exhibition of her art work, prepare a professional design portfolio, or write a research paper on an art-related subject. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Prerequisite: ART 493.

1 hour

BIOLOGY AND HEALTH SCIENCES

Associate Professor Smith, Head; Associate Professors Grimes, Reid and Swab; Assistant Professor Wolfinger.

THE DEPARTMENT OF BIOLOGY AND HEALTH Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, nutrition, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follows:

- to achieve a level of scientific literacy and analytical ability among students which will prepare them to be responsible members of the biosphere,
- to encourage students to apply their knowledge of science to their personal lives and in their role as citizens,
- to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

— *Requirements for a Major*

BACHELOR OF ARTS — Biology

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

Required courses:

I. BIO 101, 141, 102, 142, 334, 344, and
One course from each of the following:
  A. BIO 331 and 341 or 231
  B. BIO 222 and 242 or 214 and 245
  C. BIO 211 and 241, 311 and 346, or 234 and 244
  D. BIO 321 and 345 or 322 and 342
II. CHE 111, 141, 112, 142, 221, and 241
III. MAT 211
IV. Biology electives — 3 hours

BACHELOR OF SCIENCE — Biology

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

Fall *3 hours*

Marketing

BUS 366 PRINCIPLES OF MARKETING

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 hours

BUS 465 MARKETING RESEARCH

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. prerequisites: BUS 366 and MAT 245 or equivalent.

Fall *3 hours*

BUS 466 SALES MANAGEMENT

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.

3 hours

BUS 467 ADVERTISING AND SALES PROMOTION

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

3 hours

BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 hours

Management

BUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department.

3 hours

BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

3 hours

BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

3 hours

BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

Spring *3 hours*

BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

3 hours

BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: junior standing; BUS 346.

3 hours

BUS 454 BUSINESS LAW

A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales,

Economics

ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 hours

ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 hours

ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

Fall *3 hours*

ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

Spring *3 hours*

ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

Fall, odd-numbered years (if sufficient demand) *3 hours*

ECO 335 GENDER AND THE ECONOMY

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

Fall, odd-numbered years *3 hours*

ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination, Prerequisites: ECO 210 and 211.

Fall, even-numbered years *3 hours*

ECO 374 CONSUMER ECONOMICS

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for business and economics. Also offered as HEC 374.

3 hours

ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

Odd-numbered years *3 hours*

ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, U.S.S.R., Great Britain, Japan, China, India, and the Common Market countries. Prerequisites: ECO 210 and 211.

Spring, even-numbered years (if sufficient demand) 3 hours

ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

Spring *3 hours*

ECO 456 PUBLIC FINANCE

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

Spring, even numbered years *3 hours*

Finance

BUS 490 CORPORATION FINANCE

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. prerequisites: ECO 211, BUS 231, and MAT 245.

3 hours

BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.

Spring *3 hours*

those planning to pursue graduate studies, are urged to take MAT 211 as well.

— *Requirements for Master of Business Administration Degree*

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

— *Licensure*

The department offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the department head.

— *Curriculum*

Accounting

BUS 230 PRINCIPLES OF ACCOUNTING

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

3 hours

BUS 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, introduction to cost accounting; analysis of financial reports and statements. Prerequisite: BUS 230.

3 hours

BUS 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: BUS 231.

3 hours

BUS 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: BUS 231 and 332 or 334.

Spring *3 hours*

BUS 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate- and long-term obligations; and investments. Prerequisite: BUS 231 with a C or better grade or with instructor's permission.

Fall *3 hours*

BUS 335 INTERMEDIATE ACCOUNTING II

A continuation of BUS 334, featuring topics such as income measurement and valuation issues related to stockholders' equity; long-term liabilities; special sales methods; accounting changes; pensions; and income tax allocations. Related professional literature will be analyzed. Prerequisite: BUS 334 with a C or better grade.

Spring *3 hours*

BUS 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: BUS 231.

Fall *3 hours*

BUS 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: BUS 434.

Spring *3 hours*

BUS 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure requirements concerning the following: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, pensions, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: BUS 335.

Fall *3 hours*

BUS 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, partnerships, and governmental funds. Prerequisite: BUS 335.

Fall *3 hours*

BUS 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control professional ethics, and legal responsibility. Related materials of professional importance will be used. Additional homework/laboratory sessions will be required. Prerequisite: BUS 335.

Spring *4 hours*

BUSINESS AND ECONOMICS

Irving H. Wainwright Professor of Business Spanton, Head; Professors Oatsvall and Johnson; Associate Professors Ammann, Bledsoe, Chappell, Crew, Spencer, and Wakeman; Assistant Professors Lippard, Shuey and Wessels; Instructor Hanner; Adjuncts Hallett, Huggard, Johnston, and Steele.

THE DEPARTMENT OFFERS A B.S. DEGREE WITH A major in business administration with concentrations in accounting, economics, management, and marketing; a B.A. degree with a major in economics; and the Master of Business Administration (MBA). Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration.

— *Requirements for a B.S. Degree with a Major in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; BUS 230, 231,346, 366, 490; and MAT 245 (or equivalent).

Concentrations

The *Accounting Concentration* prepares candidates for the Certified Public Accountant (CPA) examination and for entrance into a public or private accounting career. In addition to BUS 230 and 231 included in the core, students who elect this concentration must take BUS 333, 334, 335, and 434 plus at least 12 additional hours selected from BUS 332, 435, 436, 437, 438, 454, 457, and 491, or other accounting courses approved by the department head. In order to complete this concentration within four academic years, BUS 230 and 231 must be completed before the fall semester of the junior year.

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take BUS 332, 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses approved by the department head.

The *Marketing Concentration permits* students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take BUS 332, 465, and 499 and 15 additional hours selected from BUS 448, 454, 466, 467, 468, 491,494, ECO 311, or related courses approved by the department head.

Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, and marketing; these minors are available to complement majors in other departments only.

The *Accounting Minor* includes a core of BUS 230, 231,334, 335, and any three electives chosen from BUS 332, 333, 434, 437, 438, or 454.

The *Business Administration Minor* includes a core of BUS 230, 346, ECO 210, 211, and any three electives chosen from BUS 231,366, 448, 454, 490, ECO 310 or 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 335, 364, 434, 435, 455, 456, BUS 490, 491, 492, or 494.

The *Finance Minor* includes a core of BUS 230, 231,490, 491, ECO 211, and 311, and one elective chosen from BUS 332, 333, 334, 335, 492, 494, ECO 210, 455, or 456.

The *Management Minor* includes a core of BUS 230, 346, 366, 446, 448, ECO 211, and one elective chosen from BUS 231,384, 466, 468, ECO 210 or 364.

The *Marketing Minor* includes a core of BUS 230, 346, 366, 465, 468, ECO 211, and one elective chosen from BUS 231,384, 454, 466, 467, ECO 210 or 311.

— *Requirements for B.A. Degree with a Major in Economics*

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly

141, 102, 142; CHE 111, 112. Three class hours and three laboratory hours per week.
Fall, odd-numbered years *4 hours*

BIO 334 MICROBIOLOGY

A general study of bacteria and viruses with emphasis on the application of the principles of bacteriology to clinical industrial food, and medical areas. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.
Spring *3 hours*

BIO 344 MICROBIOLOGY LABORATORY

A series of laboratory exercises designed to acquaint students with the techniques used in studying microorganisms, including aseptic, staining, and culturing techniques. Students learn the application of these techniques in industrial, food, and medical areas. Students are required to isolate, characterize, and identify an organism from the environment. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.
1 hour

BIO 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: BIO 300 or consent of instructor.
1 to 3 hours

BIO 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 441. Three lectures per week.
Fall, odd-numbered years *3 hours*

BIO 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material is used whenever possible, and histological techniques are used for preparation of individual slide sets. Corequisite: 421. Three laboratory hours per week.
1 hour

BIO 436 BIOCHEMISTRY

A study of the chemistry of biological systems involving metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.
Spring *3 hours*

BIO 446 BIOCHEMISTRY LABORATORY

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week.
1 hour

BIO 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only.
Spring *1 hour*

SCI 764 THE TEACHING OF SCIENCE

A course for students seeking teacher licensure in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.
Spring *3 hours*

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology which may be of interest to biology majors.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 57.

Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.
1 hour

BIO 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, experimental design strategies, laboratory recordkeeping, and principless of advanced methodologies. Prerequisite: Consent of instructor.
1 hour

BIO 311 HISTOLOGY

A survey of mammalian tissues and organs at the light and electron microscope level, and a comprehensive review of the general principles of microscopy and microtechnique. A visual approach to the science is used. Prerequisites: BIO 101,141,102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.
Spring, even-numbered years *3 hours*

BIO 346 HISTOLOGY LABORATORY

A light microscope survey of mammalian tissues and organs. Students study a comprehensive set of prepared slides and are responsible for tissue and organ recognition and critical interpretation. Students are introduced to the basics of microscopy and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.
1 hour

BIO 321 COMPARATIVE VERTEBRATE ANATOMY

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.
Fall *2 hours*

BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.
2 hours

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.
Spring *3 hours*

BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.
1 hour

BIO 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101,141, 102, and 142. Recommended, MAT 110 or equivalent. Corequisite for biology majors: Genetics laboratory (BIO 341). Three lectures per week.
Fall *3 hours*

BIO 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: Genetics, BIO 331. Three laboratory hours per week.
1 hour

BIO 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101,141,102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.
Fall *3 hours*

BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.
1 hour

BIO 325 ENVIRONMENTAL SCIENCE

Application of biological and chemical principles to the study o the environment with emphasis on methods of environmental monitoring. Prerequisites: BIO 101, ples considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Dissection of preserved material may be required: Corequisite or Prerequisite: BIO 101. Meets two hours per week.

1 hour

BIO 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to five major topics in biological science. These are microbiology, a survey of plants, a survey of animals, genetics, and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Prerequisites: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

3 hours

BIO 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of major plant and animal groups, experiments in bacteriology and genetics. Dissection of preserved invertebrate animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

1 hour

BIO 211 ADVANCED PLANT BIOLOGY

An advanced plant science course combining basic studies in seed plant physiology and anatomy with traditional plant morphology in which all major groups of the plant kingdom are surveyed. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

Fall, even-numbered years *3 hours*

BIO 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 hour

BIO 214 PARASITOLOGY

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis is given to those of medical and veterinary importance. For each parasitic organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease are considered. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week.

Spring, odd-numbered years *3 hours*

BIO 245 PARASITOLOGY LABORATORY

Students examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

1 hour

BIO 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141,102, and 142. Corequisite: BIO 242. Three lectures per week.

Spring *2 hours*

BIO 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture five species of invertebrates (one protozoan, one cnidarian, three insects). In addition, experience in using and constructing dichotomous keys will be given, Field trips are a possibility. Corequisite: BIO 222. Three laboratory hours per week.

2 hours

BIO 231 FOUNDATIONS OF GENETICS

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, and 142 or equivalent. Recommended, MAT 110 or equivalent.

Fall, odd-numbered years *3 hours*

BIO 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101,141. Corequisite: BIO 244. Three lectures per week.

Spring *3 hours*

BIO 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies.

Required courses:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
One course from each of the following:
A. BIO 499 or special studies to total two hours
B. BIO 321 and 345* or 436 and 446
C. BIO 222 and 242 or 214 and 245
D. BIO 323 and 343 or 322 and 342
E. BIO 211 and 241, or 311 and 346, or 234 and 244
II. CHE 111, 141, 112, 142, 221, and 241 and
One course from:
CHE 222 and 242 or 436 and 446**
III. PHY 211, 241, 212, 242
IV. MAT 211 and
One course from:
MAT 212 or 245
V. Biology electives — 2 hours

BACHELOR OF SCIENCE—Biology with concentration in Environmental Science

Thrity-six semester hours in biology, 16 semester hours in chemistry, 8 hours in physics, 3-4 hours in geography, and a minimum of 7 hours in mathematics are required in this concentration.

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 211, 241, 222, 242, 234, 244, 331, 341, 334, 344, and 325.
II. CHE 111, 141, 112, 142, 221, 241, and
One course from CHE 222 and 242 or 350
III. PHY 211, 241, 212, 242
IV. GEO 204 or 236
V. MAT 211, 245
VI. Biology electives - 4 hours

BACHELOR OF SCIENCE — **Medical Technology**

Twenty-four semester hours in biology, 16 semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke. (See General Education Requirements.)

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
One course from each of the following:
A. BIO 322 and 342 or 321 and 345
B. BIO 222 and 242 or 214 and 245
II. CHE 111, 141, 112, 142, 221, and 241 and
One course from:
CHE 222 and 242, or 436 and 446
III. MAT 211

The student must complete the medical technology program at Duke University Medical Center.

BACHELOR OF SCIENCE — **Health Science**

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, food and nutrition, or psychology. A student must have completed 101 semester hours at Meredith before entering Bowman Gray School of Medicine. She must also have completed a minimum of 500 hours of clinical experience through community internships, co-op programs, or as a volunteer. (See General Education Requirements.)

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
II. Concentration of a minimum of 18 hours in one of the following areas:
CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211, 241, 212, and 242.
FN 124, 227, 428, 429 and electives to total 18 hours
PSY 100, 200, 210, 312, 322, and 330

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

— *Requirements for a Minor*

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— *Curriculum*

BIO 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include biology at the cellular and subcellular levels, vertebrate physiology and anatomy, and biology of the flowering plants. Three lectures per week.

3 hours

BIO 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the princi-

---

* Students who choose BIO 321 may not choose 322 and 342.

** BIO 436 and 446 is the same course as CHE 436 and 446.

Behavior (3)
EDU 441, Introduction to Audio/Visual Materials (1)
EDU 471, Reading in the Content Areas (1-3)

C. Professional Education, Practicum 6
In the BLOCK semester (last semester of the teacher education program):
EDU 439, Observation and Directed Teaching (6)

D. Recommendations
1. It is strongly recommended that the professional education courses be taken IN THE ORDER LISTED ABOVE.
2. Block semester can be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

V. Program Requirements for Middle Grades Teacher Education (6-9)

A. Communication Skills (6-9)
1. The general education program requirements of the College
2. The specific requirements within the general education program
3. Major study program in an area other than education
4. Concentration in Communication Skills....25
ENG 111, Principles of Writing (3)
ENG 201, Major British Authors (3)
ENG 206, Survey of American Literature (3)
ENG 175, Grammar (1)
ENG Literature elective (3)
ENG 358, Advanced Composition: Expository and Technical (3)
ENG 240 Introduction to Films (3)
EDU 471, Reading in the Content Areas (3)
SPE 225, Fundamentals of Speech (3)
5. Subject matter methods, ENG 764, The Teaching of English

B. Mathematics (6-9)
1. The general education program requirements of the College
2. The specific requirements within the general education program
3. Major study program in an area other than education
4. A concentration in mathematics................19
MAT 110, Elementary Functions (3)
MAT 211, Calculus I (4)
MAT 220, Linear Algebra, or MAT 212, Calculus II (3)
MAT 250, introduction to Mathematical Reasoning (2)
MAT 245, Statistics (3)
MAT 334, Modern College Geometry (3)
MAT 910, Topics in Mathematics for Middle Grades (6-9) Certification (1)
5. Computer Science.......................................3
CSC 111, Computers and Their Uses, or
CSC 201, Computer Science I with Pascal (3)
6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics

D. Science (6-9)
1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education
4. A concentration in science 19
BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
CHE 111, General Chemistry I(3)
CHE 141, General Chemistry I Lab (1)
PHY 204, Principles of Physics (3)
GEO 204, Elements of Physical Geography (4)
5. Subject matter methods, SC 1764, The Teaching of Science

E. Social Studies (6-9)
1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education
4. A concentration in social studies 21
HIS 101, Emergence of Western Civilization, or
HIS 102, Modern Western Civilization (3)
HIS 215, American History Since 1876 (3)
HIS 224, Introduction to Non-Western Civilization (3)
HIS 520, North Carolina History (3)
EGO 210, Principles of Economics (3), or
EGO 374, Consumer Economics (3)
GEO 205, World Regional Geography (3)
POL 100, American Political Systems, or
POL 200, Parties and Pressure Groups (3)
5. Subject matter methods, HIS 764, The Teaching of Social Studies
6. In addition to the above, the following courses are strongly recommended:
HIS 306, The Soviet Union in the 20th Century
GEO 368, Political Geography

(Prerequisite: IDS 100 or MUS 214)
PED 744, Physical Education in the Elementary School (2)
EDU 340, Teaching in the Elementary Schools (3)
EDU 344, Communication Skills in the Elementary School (3)

In the BLOCK semester (last semester of the teacher education program):
EDU 440, Seminar in Education (1)
EDU 441, Introduction to Audio/Visual Materials (1)
EDU 455, Literature in the Elementary School (2)
EDU 456, Mathematics in the Elementary School (2)
EDU 457, Science in the Elementary School (2)
EDU 458, Social Studies in the Elementary School (2)

C. Professional Education, Practicum 6
In the BLOCK semester (last semester of the teacher education program):
EDU 439, Observation and Directed Teaching (6)

D. Recommendations
1. It is stongly recommended that students obtain two areas of concentration.
2. It is strongly recommended that the professional education courses be taken IN THE ORDER THEY ARE LISTED ABOVE.
3. Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

IV. An endorsement in French or Spanish may be added to the K-6 license. Contact the Department of Education or the Department of Foreign Language for details.

— Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. license to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements
A. The general education requirements of the College
B. Within the general education requirements of the College, the following specific requirements:
Language arts 9
English Composition and Grammar:
ENG 111, Principles of Writing (3)
English Literature—ENG 201, Major British Writers (3)
American Literature—ENG 206, Survey of American Literature (3)
Social studies..9
HIS 101, The Emergence of Western Civilization, or
HIS 102, Modern Western Civilization (3)
HIS 215, American History Since 1876 (3)
SOC 335, American Ethnic Relations (3)
SOC 230 or SOC 260 are strongly recommended as prerequisites.
Psychology 3
PSY 312, The Psychology of Exceptional Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
Natural science..8
BIO 101, General Biology I (3)
BIO 141, General Biology I Laboratory (1)
GEO 204, Elements of Physical Geography (4)
Mathematics 3
MAT 110, MAT 120, or
MAT 211
Cultural arts...3
IDS 100, Appreciation of Fine Arts (3), or
ART 221, or 222 *and* MUS 214
Health and Physical Education 2
HED 100, Contemporary Health Issues (2)

II. Major Study Program Requirements in an Area Other than Education

III. A concentration in communication skills, mathematics, science, or social studies. Middle grades education (6-9) teachers are encouraged to have a second concentration. (see Section V)

IV. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)
A. Professional Education, General......................9
Prior to the BLOCK semester (last semester of the teacher education program):
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
EDU 350, Teaching in the Middle School (3)
B. Professional Education, Methods 3
Prior to, or in, the BLOCK semester (last semester of the teacher education program):
Methods 764 as appropriate to the required concentration (3)
In the BLOCK semester (last semester of the teacher education program):
EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)
EDU 466, Preadolescent and Adolescent

courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

III. A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

— *Requirements for All Licenses and Endorsements*

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary licensure areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

National Teachers Examinations (NTE) Requirements for All Programs

Admission to Teacher Education for all programs includes required submission of accetpable scores on the Communication Skills and General Knowledge core tests of the NTE. The minimum score requirements are established by the State Board of Education and *are subject to change.*

During or following the semester of student teaching, students are required to take the Professional Knowledge Test and a Specialty Area Test determined by the type of license sought. The minimum score requirements are established by the State Board of Education and *are subject to change.*

All NTEs may be taken more than once. Minimum score requirements information is available from the Department of Education.

— *Elementary Teacher Education (Grades K-6) Program*

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements
   A. The general education requirements of the College
   B. Within the general education requirements of the College, the following specific requirements:
      Language arts....................9
         English composition and grammar:
         ENG 111, Principles of Writing (3)
         English Literature—ENG 201, Major British Writers (3)
         American Literature—ENG 206, Survey of American Literature (3)
      Social studies....................9
         HIS 101, The Emergence of Western Civilization, or
         HIS 102, Modern Western Civilization (3)
         HIS 214, American History to 1876, or
         HIS 314, Colonial American History (3)
         SOC 335, American Ethnic Relations (3)
         SOC 230 or 260 are strongly recommended as prerequisites.
      Psychology....................6
         PSY 210 Developmental Psychology (3)
         (Prerequisite: EDU 234 or PSY 100), or
         PSY 310 Child and Adolescent Psychology
         PSY 312, The Psychology of Exceptional Individuals (3)
         (Prerequisite: EDU 234 or PSY100)
      Natural science....................8
         BIO 101, General Biology I (3)
         BIO 141, General Biology I Laboratory (1)
         GEO 204, Elements of Physical Geography (4)
      Mathematics....................6
         MAT 130, Exploration in Mathematics, or
         MAT 245, Statistics I (3), *and*
         MAT 110, Elementary Function, or
         MAT 120, Finite Mathematics, or
         Any calculus course (3 or 4)
      Cultural arts....................3
         IDS 100, Appreciation of Fine Arts (3), or
         ART 221 or 222 *and* MUS 214

II. Major Study Program Requirements in an Area Other than Education

III. Professional Education Requirements for Elementary Education (K-6) Students (36 sem. hrs.)
   A. Professional Education, General....................9
      EDU 232, Foundations of American Education (3)
      EDU 234, Educational Psychology (3)
      EDU 340, Teaching in the Elementary School (3)
   B. Professional Education, Methods....................21
      Prior to the BLOCK semester (last semester of the teacher education program):
      ART 744, Art in the Elementary School (2)
         (Prerequisite: IDS 100 or ART 120)
      HED 744, Health Education in the Elementary School (2)
      MUS 744, Music in the Elementary School (2)

available for the initial N.C. teacher licensure in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, French, Spanish, dance, and occupational education: business education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
   A. Students who plan to teach
      1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
         a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
         b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K12) teachers, or occupational education teachers declare a major compatible with the subject area in which they want to be licensed.
      2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
      3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.

NOTE: An applicant's overall grade point average must be 2.5 or above for admission to the program.

      4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chair of the Teacher Education Committee.
   B. Students who plan to become school social workers
      1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
      2. The registrar will send a copy of the Declaration of Major form to the Department of Education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
      3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chair of the Teacher Education Committee.

II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education license.)
   A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.
   B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional

of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.
Fall *1 hour*

GEO 236 CONSERVATION OF NATURAL RESOURCES

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems. Seminar format.
Fall, odd-numbered years *3 hours*

GEO 302 ECONOMIC GEOGRAPHY

An analysis of the developing world economy in terms of coreperiphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries.
Fall, even-numbered years *3 hours*

GEO 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.
Spring, odd-numbered years *3 hours*

Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the dept. head and arrange for it through the special studies options listed on page 57.

EDUCATION

Associate Professor Clay, Head; Professor Johnson; Associate Professors Kratzer and Weir; Assistant Professors Parker and Southworth; Instructor Heathcoat. Adjuncts Joyner, Midgett, and Willoughby.

— *Goals and Objectives*

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement, teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

— *Programs Offered*

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education Degree in elementary education leads to the N.C. graduate license in elementary education.

— *Education Programs*

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are

CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Fall, even-numbered years *3 hours*

CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Spring, odd-numbered years *3 hours*

CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration.

Spring, odd-numbered years *1 hour*

CHE 436 BIOCHEMISTRY

See BIO 436.

3 hours

CHE 446 BIOCHEMISTRY LABORATORY

See BIO 446.

1 hour

CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

Fall, odd-numbered years *3 hours*

CHE 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

SCI 764 THE TEACHING OF SCIENCE

For teacher licensure in science (6-9) or chemistry (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

3 hours

Physics

PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

Spring, even-numbered years *3 hours*

PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

Fall *3 hours*

PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

Fall *1 hour*

PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

Spring *3 hours*

PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

Spring *1 hour*

PHY 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430.

Spring, odd-numbered years *3 hours*

Geography

ONLY GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 208, 236, 302, and 368 may be used for credit toward the general education requirement in the social sciences.

GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week.

4 hours

GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade.

Spring, even-numbered years *3 hours*

GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location sequence of courses fits the requirements of most health related professional schools: CHE 111,112, 221,222, and 350.

— *Requirements for a Major*

CORE CURRICULUM

1. CHE 111,112, 221,222, 350, 499 (with corequisite labs)
2. PHY 211,212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 9 additional hours in chemistry courses numbered 200 or above
3. 3 additional hours in mathematics numbered 200 or above

BACHELOR OF SCIENCE

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

— *Curriculum*

Chemistry

CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

Fall *3 hours*

CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

Fall *1 hour*

CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 110.

Spring *3 hours*

CHE 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111,141.

3 hours

CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

Spring *1 hour*

CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

Fall *3 hours*

CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week, Corequisite: CHE 221.

Fall *1 hour*

CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

Spring *3 hours*

CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

Spring *1 hour*

CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week,

Spring, even-numbered years *4 hours*

CHE 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: CHE 300 or consent of instructor.

1 to 3 hours

property, insurance, torts, and bankruptcy; place of law in society.
Fall *3 hours*

BUS 457 ADVANCED BUSINESS LAW

A study of the main principles of law affecting the conduct of trade and industry; this includes an intense examination of the Uniform Commercial Code (sales, negotiable instruments, and secured transactions) as well as the study of business corporations and partnerships. Prerequisite: BUS 454 or permission of instructor.
Spring *3 hours*

BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.
3 hours

BUS 494 DECISION ANALYSIS

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.
Spring, even-numbered years (if sufficient demand) *3 hours*

BUS 499 BUSINESS POLICY

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management, marketing, and economics concentrations. Prerequisites: BUS 346, 332, and senior standing.
3 hours

Other

BUS 764 TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.
Fall *3 hours*

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 57.

CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, Head; Associate Professor Lewis; Assistant Professors Birkin and Hassett; Adjunct Weaver.

THE OVERALL GOAL OF THE DEPARTMENT OF Chemistry and Physical Science is to provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the sciences, arts, and humanities; and which enhance opportunities for employment and/or additional education. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills which will be important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

The requirements for minors in chemistry, chemical physics, and geography are available in the departmental office.

For students majoring in another discipline and desiring a concentration in chemistry, the following

— Secondary Teacher Education (Grades 9-12) Programs

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation including
  A. General education requirements to include
    PSY 312, Psychology of Exceptional Individuals (3)
    (Prerequisite: EDU 234 or PSY 100)
    SOC 335, American Ethnic Relations (3)
  B. The major study requirements
II. Additional specialty study requirements for area of certification
III. Professional Education, General:
  A. EDU 232, Foundations of American Education (3)
  B. EDU 234, Educational Psychology (3)
  C. METHODS 764 (3)
  D. The BLOCK Courses
    EDU 438, Field Experiences: Middle Grades and Secondary (1)
    EDU 439, Observation and Directed Teaching (9-12) (6)
    EDU 441, Introduction to Audio/Visual Materials (1)
    EDU 466, Preadolescent and Adolescent Behavior (3)
    EDU 467, The Secondary School (3)
    EDU 471, Reading in the Content Areas (1-3)
IV. Program Requirements for Secondary Teacher Education (9-12)
  A. Biology Certification
    Bachelor of Arts, Biology................................30
      BIO 101, General Biology I (3)
      BIO 141, General Biology I Lab (1)
      BIO 102, General Biology II (3)
      BIO 142, General Biology II Lab (1)
      BIO 334, Microbiology (3)
      BIO 344, Microbiology Lab (1)
    One course from each of the following:
      BIO 331, Genetics (3), and
      BIO 341, Genetics Lab (1), or
      BIO 231, Human Genetics (3)
      BIO 222, Invertebrate Zoology (2), and
      BIO 242, Invertebrate Zoology Lab (2), or
      BIO 214, Parasitology (3), and
      BIO 245, Parasitology Lab (1)
      BIO 211, Advanced Plant Science (3), and
      BIO 241, Advanced Plant Science Lab (1), or
      BIO 311, Histology (3), and
      BIO 346, Histology Lab (1), or
      BIO 234, Principles of Ecology (3), and
      BIO 244, Principles of Ecology Lab (1)
      BIO 321, Comparative Anatomy (2), and
      BIO 345, Comparative Anatomy Lab (2), or
      BIO 322, Human Anatomy and Physiology (3), and
      BIO 342, Human Anatomy, and Physiology Lab (1)
      Plus elective biology hours to total 30
    Chemistry..12
      CHE 111, General Chemistry I (3)
      CHE 141, General Chemistry I Lab (1)
      CHE 112, General Chemistry II (3)
      CHE 142, General Chemistry II Lab (1)
      CHE 221, Organic Chemistry I (3)
      CHE 241, Organic Chemistry I Lab (1)
    Mathematics..4
      MAT 211, Calculus I (4)

    Bachelor of Science, Biology.................................36
      BIO 101, General Biology I (3)
      BIO 141, General Biology I Lab (1)
      BIO 102, General Biology II (3)
      BIO 142, General Biology II Lab (1)
      BIO 331, Genetics (3)
      BIO 341, Genetics Lab (1)
      BIO 334, Microbiology (3)
      BIO 344, Microbiology Lab (1)
    One course from each of the following:
      BIO 499, Seminar (2), or
      Special Studies (2)
      BIO 321, Comparative Anatomy (2), and
      BIO 345, Comparative Anatomy Lab (2), or
      BIO 436, Biochemistry (3), and
      BIO 446, Biochemistry Lab (1)
      BIO 222, Invertebrate Zoology (2), and
      BIO 242, Invertebrate Zoology (1), or
      BIO 214, Parasitology (3), and
      BIO 245, Parasitology Lab (1)
      BIO 323, Vertebrate Physiology (3), and
      BIO 343, Vertebrate Physiology Lab (1), or
      BIO 322, Human Anatomy and Physiology (3), and
      BIO 342, Human Anatomy and Physiology Lab (1)
      BIO 211, Advanced Plant Biology (3), and
      BIO 241, Advanced Plant Biology Lab (1), or
      BIO 311, Histology (3), and
      BIO 346, Histology Lab (1), or
      BIO 234, Principles of Ecology (3), and
      BIO 244, Principles of Ecology Lab (1)
      Plus elective biology hours to total 36
      Students who choose BIO 321 and 345 may not choose BIO 322 and 342.
    Chemistry..16

CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)

Physics 8
PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab (1)

Mathematics 7
MAT 211, Calculus I (4)
MAT 212, Calculus II (3), or
MAT 245, Statistics (3)

D. Chemistry Licensure

Bachelor or Science, Chemistry 36
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab (1)
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
CHE 350, Quantitative Analytical Chemistry (4)
CHE 400, Research (1)
CHE 420, Chemical Thermodynamics and Kinetics (3)
CHE 430, Atomic and Molecular Structure (3)
CHE 499, Chemistry Seminar (1)
CHE Electives (8)

Mathematics 13
MAT 211, Calculus I (4)
MAT 212, Calculus II (3)
MAT 220, Linear Algebra (3)
MAT 354, Differential Equations (3)

Physics 8
PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab (1)

Biology 3
BIO 101, General Biology I (3)

Bachelor of Arts, Chemistry 30
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
CHE 350, Quantitative Analytical Chemistry (4)
CHE 499, Seminar (1)
Chemistry Electives (8)

Mathematics 7
MAT 211, Calculus I (4)
MAT 212, Calculus II (3)

Physics 8
PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab

C. English Licensure.......................................39
ENG 111, Principles of Writing (3)
ENG 175, Grammar (1)
ENG 201, Major British Authors (3)
ENG 202, Development of English Literature (3)
ENG 206, Survey of American Literature (3)
ENG 240, Introduction to Film (3)
ENG 275, Techniques of Literary Research (1)
ENG 351, Old English (3)
ENG 352, Chaucer (3)
ENG 358, Advanced Composition (3)
ENG 375, Research Project (1)

In addition, prospective teachers must take:
One seminar (ENG 357, 359, or 498)
One course in Shakespeare (ENG 355 or 356)
One course in 18th or 19th century (ENG 340, 365, 367, or 368)
One course in 20th century (ENG 345, 364, or 370)

Prospective teachers are strongly urged to take one course in speech or theatre.

D. Mathematics Licensure

Mathematics 33
MAT 110, Elementary Functions (3)
MAT 211, Calculus I (4)
MAT 212, Calculus II (3)
MAT 220, Linear Algebra (3)
MAT 245, Statistics I(3)
MAT 250, An Introduction to Mathematical Reasoning (2)
MAT 313, Calculus III (3)
MAT 321, Modern Abstract Algebra (3)
MAT 334, Modern College Geometry (3)
MAT 340, Mathematical Probability and Statistics (3)

From the following courses, prospective teachers must take 3 hours:
  CSC 111, Computers and Their Uses (3)
  CSC 201, Computer Science I with Pascal (3)

E. Social Studies Licensure

History Knowledge 21

Required for all history majors and strongly recommended for students majoring in other social science disciplines

  HIS 101, The Emergence of Western Civilization, or
  HIS 102, Modern Western Civilization (3)
  HIS 200, Introduction to Latin American History, or
  HIS 224, Introduction to Non-Western Civilization (3)
  HIS 214, American History to 1876, or
  HIS 215, American History Since 1876 (3)

History Electives:
  HIS 302, English History Since 1066 (3)
  HIS 304, Ancient History (3)
  HIS 306, Soviet Union in the Twentieth Century (3)
  HIS 308, Contemporary Europe Since 1945 (3)
  HIS 310, Modern China (3)
  HIS 313, Victorian America (3)
  HIS 314, Colonial American History (3)
  HIS 319, Contemporary American History Since 1945 (3)
  HIS 325, Asian Civilization (3)
  HIS 330, U.S. and World History (3)
  HIS 333, History of the South (3)
  HIS 520, History of North Carolina (3)

Social Science Knowledge 21

From three different disciplines, students are required to select three courses from the recommended courses below:

  Recommended Courses:
  ECO 210, Macroeconomic Principles (3), or
  ECO 374, Consumer Economics (3)
  GEO 368, Political Geography (3)
  POL 100, American Political System (3)
  SOC 230, Principles of Sociology (3), or
  SOC 335, American Ethnic Relations (3)
  Social Science Electives:
  ECO 211, Microeconomic Principles (3)
  GEO 205, World Regional Geography (3)
  GEO 302, Economic Geography (3)
  POL 303, Contemporary American Politics, or
  POL 200, Parties and Pressure Groups (3)
  SOC 260, Cultural Anthropology (3)
  SOC 231, Social Problems (3)
  Or electives from anthropology, economics, human geography, politics, or sociology.

— *Occupational Teacher Education Programs*

Students who expect to obtain an initial N.C. license to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation, including:
  A. General education requirements to include
    PSY 312, Psychology of Exceptional Individuals (3)
    (Prerequisite: EDU 234 or PSY 100)
    SOC 335, American Ethnic Relations (3)
  B. The major study requirements

II. Minimum semester hours in the occupational education certification subject areas:
  A. Business and Office courses, semester hours 39
  B. Home Economics courses, semester hours 48

III. Minimum semester hours in professional education and related courses:
  A. EDU 232, Foundations of American Education (3)
  B. EDU 234, Educational Psychology (3)
  C. METHODS 764 (3)
  D. The BLOCK Courses
    EDU 438, Field Experiences:
      Middle Grades and Secondary (1)
      EDU 439, Observation and Directed Teaching (9-12) (6)
      EDU 441, Introduction to Audio/Visual Materials (1)
      EDU 466, Preadolescent and Adolescent Behavior (3)
      EDU 467, The Secondary School (3)
      EDU 471, Reading in the Content Areas (1-3)

IV. Courses in Business Education
  A. Business and Office Education
    1. Basic Business Licensure............................57
      These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for licensure.
    Core
      ECO 210, Principles—Macro (3)
      ECO 211, Principles—Micro (3)
      BUS 230, Accounting Principles I (3)
      BUS 231, Accounting Principles II (3)
      BUS 346, Management Principles (3)
      BUS 366, Marketing Principles (3)

BUS 490, Corporate Finance (3)
MAT 245, Basic Statistics (or equivalent) (3)
Concentration
BUS 332, Managerial Accounting (3)
BUS 499, Business Policy (3)
BUS 384, Business Communication and Reports (3)
BUS 454, Business Law (3)
BUS 480, Business Internship (3)
Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311,364, 455 (9)
Requirements not counted in major
Typewriter keyboard proficiency
ECO 374, Consumer Economies (3)
CSC 111, Computers and Their Uses (1)
CSC 211, COBOL Programming (3)
3. Professional Education—*Refer to page* __.

B. Home Economics Education
1. General education program requirements to include:
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
SOC 335, American Ethnic Relations (3)
2. A major study program in Home Economics
Child Development and Family Relationships 12
PSY 312, Psychology of Exceptional Individuals (3)
CD 234, Preschool Child (3)
CD 335, Marriage and Family Relationships (3)
CD 436, Preschool Administration (3)
Clothing and Fashion Merchandising 6
CFM 115, Beginning Clothing Construction (3)
CFM 418, Textiles (3)
Foods and Nutrition 12
FN 124, Introductory Foods and Cookery (3)
FN 326, Meal Management (2)
FN 227, Nutrition (3)
FN 327, Institutional Foods (3)
FN 328, Food Service Equipment (1)
Interior Design and Housing 6
ID 245, Housing (3)
ID 246, Home Furnishings Materials (3)
Consumer Resource Management...................9
HEC 355, Home Management Resources (3)
HEC 455, Home Management Residence (3)
ECO 374, Consumer Economics (3)
HEC 765, Home Economics Education
Senior Seminar (1)
Additional Hours (6)

Students must select six additional hours of Home Economics for depth in an area. They are strongly urged to pursue a concentration in one of the occupational areas.

— *School Social Worker Program*

Students may wish to earn the N.C. school social worker license. Program requirements for School Social Work personnel follow:

1. General education program requirements to include:
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisites: EDU 234 or PSY 100)
SOC 335, American Ethnic Relations (3)
2. Specific requirements for Social Work major
Specified Liberal Arts Courses..........................12
(May also count toward general education requirements)
BIO 101, General Biology I (3)
SOC 230, Principles of Sociology (3)
PSY 100, General Psychology (3)
POL 100, American Political System (3)
Social Work Courses.......................................37
SWK 241, Social Work as a Profession (3)
SWK 302, Social Policy Analysis (3)
SWK 304, Social Work Practice with Individuals (3)
SWK 305, Social Work Practice with Families (3)
SWK 307, Human Behavior: Cultural, Organizational, and Community Issues (3)
SWK 308, Human Behavior: Life Cycle Issues (3)
SWK 309, Research Statistics for Social Work Practice (3)
SWK 310, Evaluation of Practice (1)
SWK 401, Social Work Practice with Organizations, Communities, and Social Policy (3)
SWK 402, Social Work Field Placement (In Public School Setting) (10)
SWK 403, Field Instruction Seminar (2)
3. Professional Education.......................................9
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
SWK 405, Social Work in Public Schools (3)

— *Special Subject Area Teacher Education (Grades K-12) Programs*

I. Art (K-12)
  A. All college requirements for graduation.
  B. Minimum semester hours in teaching field for grades K-12.
    Art courses, semester hours 34-37
  C. General education program requirements
    Humanities and Fine Arts 27-30
      English Composition (3-6)
      Foreign Language (6)
      Literature (6)
      A three-hour course in major British authors, and
      A three-hour course in English, American, or world literature, or
      Any literature course in a foreign language
      Religion (6)
      A six-hour introduction to the Old and New Testaments, or
      A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
      Fine Arts (6)
      Chosen from at least two of the following categories: art, dance (theory or history), music, philosophy, speech, theatre
    Social and Behavioral Sciences 12
      HIS 101, The Emergence of Western Civilization (3), or
      HIS 102, Modern Western Civilization
      PSY 210, Developmental Psychology, or
      PSY 310, Child and Adolescent Development (3)
      PSY 312, The Psychology of Exceptional Individuals (3)
      SOC 335, American Ethnic Relations (3)
    Mathematics and Natural Sciences................13
      One laboratory course chosen from biology, chemistry, or physics (4)
      One course in mathematics (3)
      Electives (6)
      Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics
    Health and Physical Education 4-5
      Must include four activity courses, or
      Three activity courses and a two-hour course in health or first aid
  D. The Core Curriculum 24
      ART 100, Theory and Practice of Visual Arts (Fr. only) (2)
      ART 101, Drawing I (3)
      ART 105, 2-D Design (3)
      ART 106, Color Theory (3)
      ART 221, Art History Survey I (3)
      ART 222, Art History Survey II (3)
      ART 493, Senior Seminar (2)
      ART 494, Senior Project (1)
  E. Other Required Art Courses 18
      ART 102, Drawing II (3)
      ART 107, Three-Dimensional (3)
      ART 210, Beginning Painting (3)
      ART 260, Ceramics (3)
      ART 265, Sculpture (3)
      ART 270, Fiber Crafts or Metal Crafts (3)
      ART 324, Topics in Modern Art History (3)..
      ART 350 or ART 351, Printmaking (3)
  F. Professional Education Courses.....................23
      ART 734, Theory and Methods of Teaching Art K-5 (3)
      ART 735, Theory and Methods of Teaching Art 6-8 (3)
      ART 736, Theory and Methods of Teaching Art 9-12 (3)
      EDU 232, Foundations of American Education (3)
      EDU 234, Educational Psychology (3)
      EDU 441, Introduction to Audio/Visual Materials (1)
      EDU 439, Observation and Directed Teaching (6)
      EDU 471, Reading in the Content Area (1)

II. Dance (K-12)
  A. All College requirements for graduation.
    1. General Education requirements to include:
      PSY 210 or 310, Developmental Psychology (3)
      PSY 312, Psychology of Exceptional Individuals (3)
      SOC 335, American Ethnic Relations (3)
    2. Major study requirements
  B. Dance License Requirements (K-12)..............73
    Science Core 8
      BIO 322/342, Human Anatomy and Physiology (4)
      HED 282, Prevention and Care of Movement Injuries (1)
      PED 482, Kinesiology (3)
    Dance Technique 10
      DAN 253/353*, Modern II and/or III (4)
      DAN 251/351, Ballet II and/or III (2)
      DAN 254/354, Jazz II and/or III (1)
      DAN 152, Folk and Square (1)
      Electives, Level 11 or above (2)
    Dance Theory 22

---

* Also fulfills the General Education Requirement.s

IDS 100*, Appreciation of Fine Arts (3)
DAN 156, Movement Improvisation (2)
DAN 200*, Dance Appreciation (3)
DAN 255, Movement Fundamentals (2)
DAN 256, Composition I (3)
DAN 356, Composition II (3)
DAN 359, Dance History (3)
DAN 455, Dance Production (3)

Professional Education 24
DAN 761, Theory/Methods of Teaching Dance, K-6 (3)
DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)
DAN 763, Reflective Teaching (3)
EDU 232, Foundations of American Education (3)
EDU 234, Education Psychology (3)
EDU 438, Field Experience (1)
EDU 441, Introduction to Audio/Visual Materials (1)
EDU 471, Reading in the Content Area (1)
EDU 439, Observation and Directed Teaching (6)

III. Music (K-12)
A. All college requirements for graduation.
B. Program Requirements for Music Education (K-12)

Liberal Arts and Sciences................................42
English Composition (3)
Major British Writers (3)
Foreign Language (6)
(Students will be placed at the appropriate level by the Department of Foreign Languages)
Religion (6)
A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
History of Western Civilization, 101 or 102 (3)
American Ethnic Relations, Sociology 335 (3)
Psychology of the Exceptional Individual (3)
Mathematics (3)
Lab Science (select from Biology, Chemistry, Physics) (4)
Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)
Electives in Liberal Arts and Sciences (4)

Music and Professional Education..................83
Theory 100, 101, 202, 203 (12)
Ear Training 150, 151, 252, 253 (4)
Keyboard 140, 141, 242, 243 (4)
Music Literature 215 (2)
Music History 310, 311, 312, 313 (8)
Winds and Percussions 070 (4)
String Instruments 060 (2)
Guitar Lab 068 (1)
Instrumentation 304 (1)
Choral Arranging 308 (2)
Conducting 300, 301 (4)
Principal Applied Study (14)
Second Applied Study(ies) (3)
Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective
Graduation Recital 491 (1)
Keyboard Proficiency Materials and Methods, Elementary 720 (2)
Materials and Methods, Middle 721 (2)
Materials and Methods, Secondary 722 (2)
Educational Psychology (3)
Foundations of American Education (3)
Student Teaching 439 (Block) (6)
Electives in Music, Professional Education, or Psychology (0-2)
Reading, Education 344 or 471 (1-3)
EDU 441, Introduction to Audio/Visual Materials (1)

IV. French, Spanish (K-12)
A. All College requirements for graduation
1. General Education requirements to include:
PSY 210 or 310*, Developmental Psychology (3)
PSY 312*, Psychology of Exceptional Individuals (3)
SOC 335*, American Ethnic Relations (3)
2. Major study requirements
B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours are required to receive a B.A. degree in French and/or Spanish.

French
FRE 204, Structural French, and
FRE 205, Intermediate French, or
FRE 205, Intermediate French I, and
FRE 206, Intermediate French II
FRE 304, French Civilization
FRE 305, Phonetics and Phonology
FRE 306, Advanced Grammar, Composition and Linguistics
FRE 307, Advanced Conversation

---

* Also fulfills the General Education Requirement.s

FRE 364, French Literature to 1789
FRE 365, French Literature from 1789 to the Present.
FRE 350, Seminar (2 semesters)
The remaining six credit hours may be chosen from:
FRE 301, Business French
FRE 394, Seminar in 17th Century
FRE 395, Seminar in 18th Century
FRE 396, Seminar in 19th Century
FRE 397, Seminar in 20th Century
FRE 300, Life and Study Abroad
(Study in a country of the target language is highly recommended; credit hours are counted as elective.)

Spanish

SPA 204, Structural Spanish, and
SPA 205, Intermediate Spanish I, or
SPA 205, Intermediate Spanish I, and
SPA 206, Intermediate Spanish II
SPA 304, Spanish Civilization
SPA 305, Phonetics and Phonology
SPA 306, Advanced Grammar, Composition and Linguistics
SPA 307, Conversation
SPA 364, Spanish Literature to 1800
SPA 365, Spanish Literature from 1800 to the Present
SPA 366, Spanish-American Literature to 1875
SPA 367, Spanish-American Literature from 1875 to Present
SPA 350, Seminar (2 semesters)
SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are counted as elective.)
Occasionally, students may satisfy the literature requirement with one of the following:
SPA 368, Modern Spanish Drama
SPA 369, Modern Spanish Prose, Poetry
SPA 494, Seminar in the Golden Age of Spain

C. Professional Education Requirements
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
FL 763, Second Language Methods (2)
FL 764, Second Language Methods (2)
EDU 438, Field Experience (1)
EDU 441, Introduction to Audio/Visual Materials (1)
EDU 466, Preadolescent, Adolescent Behavior (3)
EDU 467, The Secondary School (3)
EDU 471, Reading in Content Areas (1)
EDU 439, Observation and Directed Teaching (6)

— *Curriculum*

Education Courses

Foundations of American Education, EDU 232, should be the first course taken in the professional sequence.

EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. Observations required.

3 hours

EDU 234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. Public school observations required.

3 hours

EDU 340 TEACHING IN THE ELEMENTARY SCHOOL

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies. Public school observations required.

3 hours

EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school observations required.

3 hours

EDU 350 TEACHING IN THE MIDDLE SCHOOL

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary

education. Public school observations required.
Spring *3 hours*

EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail.

1 hour

EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business

Weekly seminars are arranged. Fee $200.00. Block course. Pass-fail grading only.

6 hours

Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

A. An overall grade point average of 2.5 or above to have been achieved by the end of the term prior to student teaching,

B. A grade point average of at least 2.5 in her content area by the end of the semester prior to student teaching. "Content area" is defined as the content area courses listed in the *Meredith Catalogue*. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licesure programs except K-6.

B. Observation and participation in the public schools,,

C. Demonstration of competencies established by the Department of Education indicating teaching effectiveness,

D. Satisfactory completion of all required methods courses,

E. The required physical exam for public school teachers,

F. Filing of an application for student teaching placement with the Department of Education.

EDU 440 SEMINAR IN EDUCATION

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

1 hour

EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail grading only.

1 hour

EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of mathematics in the elementary school, with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block course.

3 hours

EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block course.

3 hours

EDU 470 SURVEY OF READING

A study of the methods, materials, and basic research in developmental reading. Emphasis is given to identifying, selecting, and evaluating reading methodologies, programs, and materials.

2 hours

EDU 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

1 to 3 hours

Methods Courses

Specific methods courses are offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art in Grades K-5 (3 hours)
735 Methods in the Teaching of Art in Grades 6-9 (3 hours)
736 Methods in the Teaching of Art in Grades 9-12 (3 hours)
744 Art in the Elementary School (2 hours)
761 Theory/Methods of Teaching Dance in Grades K-6 (3 hours)
762 Theory/Methods of Teaching Dance in Grades 7-12 (3 hours)
763 Reflective Teaching (3 hours)
764 The Teaching of Science (3 hours)
764 The Teaching of Business (3 hours)
764 The Teaching of Foreign Language (3 hours)
764 The Teaching of English (3 hours)
744 Health Education in the Elementary School (2 hours)
744 Physical Education in the Elementary School (2 hours)
764 The Teaching of Social Studies (3 hours)
764 Methods of Teaching Home Economics (3 hours)
764 Methods of Teaching Mathematics (3 hours)
720 Materials and Methods for Teaching Music in Grades K4 (2 hours)
721 Materials and Methods for Teaching Music in Grades 4-6 (2 hours)
722 Materials and Methods for Teaching Music in Grades 7-12 (2 hours)
744 Music in the Elementary School (2 hours)

ENGLISH

Professor Gilbert, the Mary Lynch Johnson Chair of English; Professors English, Jackson, Taylor, Walton and Webb; Assistant Professors Colby, Grathwohl and Miller; Writer-in-Residence Newton; Adjuncts Britt, Cockshutt, McGregor, Rosser, and Sickbert.

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in the student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

The curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for business, law, and medicine.

— *Requirements for a Major in English*

Thirty-two hours in English, including 111, 201, 202, 206, 275, 375, and a seminar.

Twelve hours in the following areas:

3 in medieval literature (351 or 352)
3 in Shakespeare (355 or 356)
3 in 18th/19th Century (340, 365, 367, or 368)
3 in 20th Century (345, 364, 370)

An additional 3 hours in courses numbered above the 200s.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

—Requirements for a Concentration in Professional Communications

Eighteen hours, including ART 140, SPE 225, ENG 358*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 230, 231, 245, 340, BUS 366, 466, 467, 468, and SPE 250, 350 and 360. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

— *Prerequisites*

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

— *Curriculum*

ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

**[ENG 150 SPELLING]

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

Spring, if sufficient demand *1 hour*

ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required 6-9 communication skills and 9-12 English certification students.

Spring *1 hour*

---

* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications Concentration.

** Bracketed courses not offered in 1994-95.

ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, and 18th-century writer, Wordsworth, Browning, and a 20th-century writer.

3 hours

ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

3 hours

ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

[ENG 235 WRITING OF POETRY]

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

Fall *3 hours*

ENG 236 WRITING OF FICTION

Narration and poetry from the writer' perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

Fall *3 hours*

ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors. Special attention to live and filmed performances.

Fall *3 hours*

ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

Fall *3 hours*

ENG 247 COPY-EDITING

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

Spring *3 hours*

ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper.

Fall *1 hour*

ENG 330 AFRICAN-AMERICAN WRITERS

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

Spring *3 hours*

ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION

A study of 20th-century literature form Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

Fall *3 hours*

ENG 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others.

Spring *3 hours*

ENG 345 IRISH RENAISSANCE

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

Spring *3 hours*

ENG 350 TOPICS IN DRAMA

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum.

3 hours

ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

Fall *3 hours*

ENG 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

Spring *3 hours*

ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

Fall (ENG 355) *3 hours*
Spring (ENG 356) *3 hours*

ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisite: ENG 275 or the equivalent.

Fall *3 hours*

ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing.

3 hours

ENG 359 SEMINAR IN AMERICAN LITERATURE

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 275 or equivalent. Prerequisite: 206.

Spring *3 hours*

[ENG 364 TWENTIETH-CENTURY POETRY IN ENGLISH]

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

Spring *3 hours*

[ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD]

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period.

Fall *3 hours*

ENG 367 ENGLISH POETRY OF THE VICTORIAN PERIOD

A study of the poetry of Browning and Tennyson, with selections from other poets of the Victorian period.

Fall *3 hours*

[ENG 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY]

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

Spring *3 hours*

ENG 370 TWENTIETH-CENTURY PROSE IN ENGLISH

A study of the 20th century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

Fall *3 hours*

ENG 375 RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or corequisite: ENG 275.

1 hour

ENG 475 INTRODUCTION TO LITERARY CRITICISM

An introduction to the art of literary criticism from Aristotle to Derrida.

Spring *1 hour*

ENG 498 SEMINAR IN EUROPEAN LITERATURE

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

Spring *3 hours*

ENG 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.

Fall *3 hours*

Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 57. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Professor Winz, Head; Professor Pitts; Associate Professors Comeaux, Short, and Thomas; Assistant Professors Mack, Reiss, and Rey; Adjuncts Khizanishvili and Yang.

THE DEPARTMENT OF FOREIGN LANGUAGES offers a major in French and Spanish, two years of Latin with some advanced work for those who need it, and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101,102 are required. Contact the department head for more information.

— *Requirements for Majors in French and Spanish*

Thirty-two (32) hours above 101,102 of course work are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, 365 for both French and Spanish. Majors in Spanish must also include 366 and 367. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. Majors must also take HIS 102. They are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department. It is strongly recommended that majors live two semesters in the International House.

— *Advanced Study*

Foreign language students (especially German students) who wish advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 57.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions.

— *Advanced Placement*

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. Students will not receive any credit if they place themselves on a lower level. However, a placement test will be given in August. By taking this advanced placement test, entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" beyond the 101, 102 courses. To receive advanced placement credit for 205/206, a student must apply to the department head upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit hours in the language she studied. The language requirement can never be waived.

— *Curriculum*

French

FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of non-credit language laboratory required per week.

Fall *3 hours*

FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. One hour of non-credit language laboratory required per week.

Spring *3 hours*

FRE 204 STRUCTURAL FRENCH

Conversational and written French for students who had two years of high school work in the language, but who cannot qualify for FRE 205. One hour of non-credit language laboratory required per week.

Fall *3 hours*

FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. One hour of non-credit language laboratory required per week. Prerequisite: FRE 102, FRE 204 or equivalent.

Fall and Spring *3 hours*

FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. One hour of language laboratory required per week.* Prerequisite: FRE 205 or equivalent.

Spring *3 hours*

FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

Spring, odd-numbered years *3 hours*

---

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years *3 hours*

FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Fall *3 hours*

FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. Prerequisite: FRE 205 or equivalent.

Spring *3 hours*

FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

Fall or Spring *3 hours*

FRE 364 FRENCH LITERATURE TO 1789

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization.

Fall, even-numbered years *3 hours*

FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present.

Spring, odd-numbered years *3 hours*

FRE 394 SEMINAR IN SEVENTEENTH CENTURY*

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

3 hours

FRE 395 SEMINAR IN EIGHTEENTH CENTURY*

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships.

3 hours

FRE 396 SEMINAR IN NINETEENTH CENTURY*

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

3 hours

FRE 397 SEMINAR IN TWENTIETH CENTURY*

A study of the main literary movements of the 20th century, with selected readings of the more contemporary writers such as Camus, Sartre, Robbe-Grillet.

3 hours

NOTE: Before enrolling in a literature course, a student should normally complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200 level sequence, may be admitted to a literature course with the permission of the professor.

FRE 300 LIFE AND STUDY ABROAD

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in France. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour Completion of a paper or journal: 1 hour Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

FRE 350 FRENCH SEMINAR

This is a weekly seminar (90 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work or approval of instructor. Regular grading or pass-fail. Two semesters required of majors. May be repeated up to four times.

Fall/Spring *1 hour*

---

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

For Licensure Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Internships

A limited number of internships for advanced students can be arranged through the department on the national and international level.

Certificat Pratique de Francais Commercial et Economique

Meredith has been identified as a testing center for the Certificat Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

German

GER 101 ELEMENTARY GERMAN I

Introduction to the German language. Grammar, graded readings, and some oral emphasis. One hour of non-credit language laboratory required per week.

Fall *3 hours*

GER 102 ELEMENTARY GERMAN II

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. One hour of non-credit language laboratory required per week

Spring *3 hours*

GER 205 INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. One hour of non-credit language laboratory required per week. Prerequisite: GER 102 or equivalent.

Fall *3 hours*

GER 206 INTERMEDIATE GERMAN II

A continuation of German 205. More advanced grammar and readings and further emphasis on the spoken language. One hour of non-credit language laboratory required per week.

Spring *3 hours*

GER 307 ADVANCED CONVERSATION

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER 201,202 or equivalent.

3 hours

GER 366 ADVANCED GERMAN READING

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 202 or equivalent.

3 hours

GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour Completion of a paper or journal: 1 hour Participation in a series of organized visits: 1 hour Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

Italian

ITA 101 ELEMENTARY ITALIAN I

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposed only. Grammar, graded readings and oral emphasis. One hour of non-credit language laboratory required per week.*

ITA 102 ELEMENTARY ITALIAN II

A review and continuation of ITA 101. English will be used in the classroom for orientation purposes only. One hour of language laboratory required per week.*

Latin

LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar.

Fall *3 hours*

---

* All language labs are non-credit labs.

LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading.

Spring *3 hours*

LAT 205 INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid.

Fall *3 hours*

LAT 206 INTERMEDIATE LATIN II

A continuation of Latin 205 with further emphasis on advanced readings.

Spring *3 hours*

Students should consult with the department head about the possibility of advanced Latin studies.

Spanish

SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. One hour of non-credit language laboratory required per week.

Fall *3 hours*

SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. One hour of non-credit language laboratory required per week.

Spring *3 hours*

SPA 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA 205. One hour of non-credit language laboratory required per week.

Fall *3 hours*

SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. One hour of non-credit language laboratory required per week. Prerequisite: SPA 102, SPA 204, or equivalent.

Fall/Spring *3 hours*

SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. One hour of language laboratory required per week.* Prerequisite: SPA 205 or equivalent.

Spring *3 hours*

SPA 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years *3 hours*

SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Fall *3 hours*

SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Spring *3 hours*

SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

Fall or Spring *3 hours*

SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature, beginning with the "Poema de mio Cid" and going through the 17th century.

Fall, odd-numbered years *3 hours*

SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367.

Spring, even-numbered years *3 hours*

SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods.

Fall, even-numbered years *3 hours*

SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpentier and Neruda.

Spring, odd-numbered years *3 hours*

SPA 368 MODERN SPANISH DRAMA*

Masterpieces of modern Spanish drama.

3 hours

SPA 369 MODERN SPANISH PROSE, POETRY*

Masterpieces of modern Spanish prose (emphasis on the novel), beginning with Miguel de Unamuno.

---

* SPA 368, 369, and 494 will not be offered on a regular basis. Students should consult the department head for information.

Selected poetry from Nobel Prize winners—Vicente Aleixandre and others.

3 hours

SPA 494 SEMINAR IN THE GOLDEN AGE OF SPAIN**

Selected works from Cervantes and the Golden Age Theater.

3 hours

NOTE: Before enrolling in a literature course, a student should normally complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200 level sequence may be admitted to a literature course with the permission of the professor.

SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

SPA 350 SPANISH SEMINAR

This is a weekly seminar (90 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass-fail. May be repeated up to four times for credit. Two semesters required of majors.

Fall/Spring *1 hour*

For Licensure Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Frequently, the department offers special courses, numbered 940. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

HEALTH, PHYSICAL EDUCATION, AND DANCE

Associate Professor Chamblee, Head and Athletic Director; Associate Professor Bross; Assistant Professors Brown, Colwell-Waber, Elliott, Hatchell and Shapiro; Instructor Campbell; Adjuncts Cooper, Cornejo, Fleming, Puett, Richard, Raley, and Puett.

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development and creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphasis on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

The department offers a program of study leading to a Bachelor of Arts degree in Dance, which emphasizes the creative, technical, and theoretical aspects of dance as a performing art. Students interested in teaching may obtain a K-12 Teaching Licensure in Dance. The department also offers a minor in dance and minor in physical education, with emphasis on fitness and teaching/coaching.

Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges program.

— *Requirements for a Major in Dance*

The requirements for a major in dance shall include fulfillment of the general education requirements in addition to the following 56 credit hours:

A. Science Core....................16
- BIO 101/141, General Biology I and lab* (4)
- BIO 102/142, General Biology II and lab (4)*
- BIO 322/342, Human Anatomy and Physiology (4)
- HED 282, Prevention and Care of Movement Injuries (1)
- PED 482, Kinesiology (3)

B. Dance Technique and Performance....................14

Technique*....................10
- DAN 253/353, Modern II/III (4)
- DAN 251/351, Ballet II/III (2)
- DAN 254/354, Jazz II/III (1)
- Electives (may include DAN 258) (3)

Performance....................4
- DAN 453 Meredith Dance Theatre (4)

C. Dance Theory....................23
- DAN 156, Movement Improvisation (2)
- THE 245, Stagecraft (3)
- DAN 200,* Dance Appreciation (3)
- DAN 255, Movement Fundamentals (2)
- DAN 256, Composition I (3)
- DAN 356, Composition II (3)
- DAN 359, Dance History (3)
- DAN 455, Dance Production (3)
- DAN 456, Dance Practicum (1)

D. Fine Arts Electives....................3

Three hours of guided electives to be chosen from music, theatre, or art; or three hours from dance courses numbered 300 or above, including methods.

— *Teaching Licensure in Dance*

The K-12 Teaching Certification in Dance is designed for those students who wish to pursue the teaching of dance as a profession. This program of study will result in certification by the North Carolina Department of Public Instruction to teach dance in Grades K-12. See specific requirements in the teacher education section of this catalogue.

Theory: Health

HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

2 hours

HED 200 FIRST AID*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

2 hours

HED 282 PREVENTION AND CARE OF INJURIES

A course designed to provide instruction in the prevention and treatment of injuries.

1 hour

HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Does not meet general education requirements.

2 hours

---

* Fulfills general education requirements.

Theory: Physical Education

PED 255 ELEMENTARY GAMES AND ACTIVITIES

A course designed to prepare students with the knowledge and skills to plan, organize, and teach games and activities for grades K-6. Basic principles of motor development and psychology of motor learning related to the learning and performance of motor skills will be emphasized.

2 hours

PED 329 PHYSICAL FITNESS

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

3 hours

PED 350 TEACHING AND COACHING INDIVIDUAL SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching individual sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in individual sports activity classes chosen from archery, badminton, golf, tennis; intercollegiate golf, intercollegiate tennis; or equivalent.

3 hours

PED 351 TEACHING AND COACHING TEAM SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching team sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in team sports activity classes chosen from basketball, softball, volleyball; intercollegiate basketball, softball, or volleyball; or equivalent.

3 hours

PED 450 PRACTICUM FOR GRADES K-6

A course designed to provide a supervised teaching experience emphasizing basic movement, sports skills, games, dance, and gymnastics in a school setting. Prerequisites: PED 744, HED 744, PED 255.

3 hours

PED 451 PRACTICUM FOR GRADES 7-12

A course designed to provide a supervised teaching and/or coaching experience in a school setting. Prerequisites: PED 350.

3 hours

PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course is designed to aid students in understanding and analyzing human movement in sports, dance, and physical education activities. Prerequisite: BIO 322 and 342.

3 hours

PED 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting. Ten hours of observation required.

2 hours

Theory: Dance

DAN 200 DANCE APPRECIATION

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

3 hours

DAN 255 MOVEMENT FUNDAMENTALS

An introduction, through readings and movement exploration, to the fundamental elements of human movement, including the use of the body, space, effort, and time.

2 hours

DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. Prerequisite: DAN 156 or by teacher permission.

3 hours

DAN 257 MUSIC FOR DANCE

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

Alternate years, spring semester *2 hours*

DAN 356 DANCE COMPOSITION II

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form.

3 hours

DAN 359 DANCE HISTORY

A survey of the historical development of dance as an art form during the seventeenth through twentieth centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.

3 hours

DAN 455 DANCE PRODUCTION

A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, publicity and promotion, management and administration, stage management, and videography.

3 hours

DAN 456 DANCE PRACTICUM

A course designed to give the student practical experience in such areas as choreography, teaching, production, etc. All course specifications must be approved by the instructor prior to registration.

1 to 3 hours

DAN 761 THEORY AND METHODS OF TEACHING DANCE, K-6

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 255 or by teacher permission.

Fall *3 hours*

DAN 762 THEORY AND METHODS OF TEACHING DANCE, 7-12

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisite: DAN 761 or by teacher permission.

Spring *3 hours*

DAN 763 REFLECTIVE TEACHING

A course designed to provide the student with directed field experiences in teaching dance in public schools. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is on critical reflection about teaching and learning. Prerequisite: DAN 761/762.

Fall *3 hours*

Activity Classes

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring in dance or minoring in physical education or dance.

Students may repeat PE activity courses at the same level only with special permission granted by the departmental head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass/fail grading only. (See page 53 for exception.)

Equitation, ice skating, and skiing are taught by professionals at off-campus facilities.

Listed below are activity courses offered on a regular basis by the Department. Offerings vary from semester to semester based on student interests, facilities and faculty.

Physical Education

Aquatics

PED 110 Beginning Swimming*–A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.

PED 113 Synchronized Swimming I*–An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite PED: 110 or equivalent experience.

PED 210 Intermediate Swimming–This course is a continuation of Swimming I. Emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills. Prerequisite PED: 110 or equivalent experience.

PED 211 First Aid, CPR, and Emergency Water Safety*— A course leading to Red Cross certification in Emergency Water Safety and Standard First Aid. Prerequisite: PED 210 or equivalent.

PED 212 Scuba Diving*—A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification.

---

* Special fee

Prerequisite PED: 210 or equivalent experience.

PED 310 Swim Conditioning—This course is a continuation of PED 21O. Emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.

PED 311 Lifeguarding*—A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience. (2 hours)

PED 312 Water Safety Instructor–A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety.

PED 313 Synchronized Swimming II–Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

Conditioning and Physical Fitness

PED 120 Cross Training –An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

PED 121 Aerobic Dance-Cardio Funk– Street dance in an aerobic dance-exercise setting. Challenging dance movements required.

PED 122 Aerobic Dance-Exercise–Dance exercise to music.

PED 124 Strength Training –Omnikinetic and isotonic weight lifting for muscle strength and endurance.

PED 125 Aquatic Fitness–Water exercise to music. Prerequisite: Must be able to swim two lengths of the pool.

PED 126 Muscle Tone and Stretch–An extensive isokinetic workout for increasing strength, flexibility and muscle tone for all major muscle groups.

Individual Sports

PED 130 Equitation I*–Instruction in horseback riding at the beginning level. Taught off-campus at McNair's and Ballentine's stables.

PED 140 Archery–Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

PED 141 Badminton I–A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play.

PED 142 Bowling I*–Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

PED 143 Golf I*–A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

PED 146 Tennis I–A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play.

PED 147 Snow Skiing*–Instruction in down-hill snow skiing for beginners. Instruction provided at the ski area by the Ski School. Transportation not provided.

PED 149 Karate*–Instruction in the fundamentals of Karate and self-defense.

PED 150 Ice Skating*–Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

PED 230 Equitation II*–Instruction in horseback riding techniques. at the intermediate level. Taught off-campus at McNair's and Ballentine's stables. Prerequisite: PED 130 or equivalent experience.

PED 241 Badminton II–Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play. Prerequisite: PED 141 or equivalent experience.

PED 242 Bowling II*–Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

PED 243 Golf II*–Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management.

PED 246 Tennis II–Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles play. Prerequisite: PED 146 or equivalent experience.

PED 330 Equitation III*–Instruction in horseback riding at the advanced level. Taught off-campus at McNair's and Ballentine's stables.

---

* Special fee

Prerequisite: PED 230 or equivalent experience.

PED 346 Tennis III–Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play. Prerequisite: PED 246 or equivalent.

Team Sports

PED 161 Basketball–A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED 162 Soccer—A beginning level course which includes instruction in shooting, passing, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED 163 Softball—A beginning level course which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play.

PED 164 Volleyball—A beginning level course which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

PED 471 Intercollegiate Basketball–Winter season
PED 472 Intercollegiate Soccer–Fall season
PED 475 Intercollegiate Volleyball–Fall season
PED 476 Intercollegiate Tennis–Fall and spring season
PED 477 Intercollegiate Fast Pitch Softball–Spring season

Dance

DAN 151 Ballet I–A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN 152 Folk and Square–An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels.

DAN 153 Modern I–A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN 154 Jazz I–A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN 155 African Dance—A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning level students.

DAN 156 Movement Improvisation–An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

2 hours

DAN 251 Ballet II–An intermediate level study of ballet technique. Appropriate for post-beginning students. Prerequisite DAN 151 or equivalent.

DAN 253 Modern II –An intermediate level study of modern dance technique. Appropriate for postbeginning students. Prerequisite: DAN 153 or equivalent.

DAN 254 Jazz II–An intermediate level study of jazz dance technique. Appropriate for post-beginning students. Prerequisite: DAN 154 or equivalent.

DAN 258 Mind/Body Integration–A unique approach to postural re-education through body awareness and stress reduction techniques.

DAN 351 Ballet III–An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students. Prerequisite: DAN 251 or equivalent.

DAN 353 Modern III–An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students. Prerequisite: DAN 253 or equivalent.

DAN 354 Jazz III–An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students. Prerequisite: DAN 254 or equivalent.

DAN 453 Meredith Dance Theatre–A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of Fall Semester.

HISTORY AND POLITICS

Professor C. Grubbs, Head; Professors Burris and F. Grubbs; Associate Professors Frazier and Gates; Assistant Professors Novak and True-Weber; Adjunct Happer.

THE DEPARTMENT OFFERS A MAJOR IN HISTORY, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that, thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

— *Special Career Directions*

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

— *Advanced Placement*

The department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Non-Western Civilization 224; Politics 100.

— *Requirements for a Major in History*

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Dr. C. Grubbs.

— *Requirements for a Major in American Civilization*

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Dr. F. Grubbs.

— *Requirements for a Major in International Studies*

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language.

— *Requirements for a Minor in History*

The minor in history consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334 Research.

— *Requirements for a Concentration in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

— *Curriculum*

History

HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, and Judaeo-Christian traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

Fall *3 hours*

HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, romanticism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

Spring *3 hours*

HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence, ending with the study of contemporary characteristics of the modern Latin American states.

Fall, even-numbered years *3 hours*

HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

Fall *3 hours*

HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

Spring *3 hours*

HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa.

Spring, odd-numbered years
Fall, odd-numbered years *3 hours*

HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: three semester hours of history or by permission.

Every three years *1 hour*

HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: three semester hours of history or by permission.

Every three years *1 hour*

HIS 302 ENGLISH HISTORY SINCE 1066 A.D.

A general survey of the history of English from the Norman Conquest to the present. Emphasis on the development of English political institutions, literature, cultural, social, economic, political, and constitutional issues.

Spring, even-numbered years *3 hours*

HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

Fall, odd-numbered years *3 hours*

HIS 306 THE SOVIET UNION IN THE TWENTIETH CENTURY

A study of the political, social, and cultural development of the Soviet Union since the 1917 Revolution, with special emphasis on its international role.

Spring, even-numbered years *3 hours*

HIS 308 CONTEMPORARY EUROPE SINCE 1945

A comprehensive study of the European nations since the end of World War II. The course will explore the political, social, economic, and cultural characteristics of the nations.

Spring, odd-numbered years *3 hours*

HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

Fall, even-numbered years *3 hours*

HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

Fall, even-numbered years *3 hours*

HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period.

Spring, even-numbered years *3 hours*

HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

Fall, odd-numbered years *3 hours*

HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.

Spring, even-numbered years *3 hours*

HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States *visa-vis* Europe, Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.

Spring, odd-numbered years *3 hours*

HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.

Fall, odd-numbered years *3 hours*

HIS 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200-level course).

Fall and Spring *3 hours*

HIS 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only.

Fall and Spring *3 hours*

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the external forces which shaped the state and contributions to national history.

Fall, even-numbered years *3 hours*

HIS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.

Spring *3 hours*

Politics

— *Requirements for a Major in Political Studies*

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 200, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. The choice of courses must be approved by the director of the political studies program. Major professor, Dr. Frazier.

— *Requirements for a Minor in Political Studies*

The minor in political studies consists of 18 hours: POL 100 and POL 200, and, in addition, 12 hours in politics courses in consultation with the director of political studies.

— *Curriculum*

POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.

Fall and Spring *3 hours*

POL 200 INTERMEDIATE SEMINAR IN POLITICS

Emphasis is on reading contemporary journal articles and original sources on selected topics in American politics to develop writing, analysis, and research skills. (Majors should take this course as early as possible in their program.) Prerequisites: POL 100, ENG 111.

Spring *3 hours*

POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation.

Spring, even-numbered years *3 hours*

POL 210 INTERNATIONAL POLITICS

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Includes a participatory simulation of an international crisis. (see instructor)

3 hours

POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.

Fall *3 hours*

POL 303 CONTEMPORARY AMERICAN POLITICS AND POLICY

A survey of current government policy in major issue areas and in depth study of current political controversies. Students are introduced to major sources of information about current affairs.

Fall, odd-numbered years *3 hours*

POL 305 INTRODUCTION TO PUBLIC MANAGEMENT

An introduction to the role of the executive branch in the American political system, to the history and theory of public sector management, and to the skills needed by public sector managers.

Fall, odd-numbered years *3 hours*

POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 hours

POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Students may work out research proposals with the director of the political studies program. Prerequisite: POL 200.

Fall *3 to 4 hours*

CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship.

Spring, odd-numbered years *6 to 12 hours*

POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet in downtown Raleigh for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program.

Spring, odd-numbered years *6 hours*

POL 374 SOCIAL RESEARCH PRINCIPLES

See SOC 374 for description.

3 hours

POL 375 SOCIAL RESEARCH METHODS AND STATISTICS

See SOC 375 for description.

3 hours

COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program.

1 to 4 hours

Legal Assistant Courses

LEG 400 LEGAL SURVEY

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations.

Fall and Spring *3 hours*

LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400.

Spring *3 hours*

Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 61.

HOME ECONOMICS

Professor Stuber, Head; Professor Goode; Associate Professors Burpitt, Ellis and Tippett; Assistant Professors Clark, and B. Taylor; Adjuncts Andron, Barish, Brainard, Brinkley, Diehl-Shaffe, Holliday, Lightfoot, Lynch,and Mueller.

THE GOAL OF THE HOME ECONOMICS DEPARTment is to enable students to pursue a career in her chosen area of study (child developent, clothing and fashion merchandising, foods and nutrition, general home economics, or interior design) and/or enter a graduate program in a chosen field of study.

The objectives are that students will be able to:

1. apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society.

2. synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major.

3. demonstrate effective communication skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, interior design, and general home economics. Minors are also offered in each area.

Majors may earn licensure to teach home economics in public and private schools; they may complete K-12 licensure; and they may also complete a second major or minor in another department.

The nutrition concentration is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for the Didactic Program in Dietetics (Plan V). Graduates of this program are eligible for the ADA Accredited Dietetic Internship Programs, the ADA Accredired Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in general home economics by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

— *Requirements for a Major in Child Development*

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through kindergarten. It prepares students for careers in preschools, day care centers, private kindergartens, and the public schools when combined with certification requirements. Required courses are CD 234, 334, 335, 336, 436, 438; FN 227; HEC 499, 355; PSY 100, 210 or 310, 312; EDU 234; HED 200; ECO 374; SWK 405.

— *Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising*

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 35 hours in a prescribed core and 3 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 211, 212, 213, 214, 314, 315, 414, 418; HEC 499; ECO 211; and BUS 366, 467.

Concentrations

The Merchandising Concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 413, BUS 346, and BUS 948. A minor in Business Management or Marketing is strongly recommended.

The Design Concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, and 417. A minor in Art in required which includes the following courses: ART 101, 102, 105, 106, 247, and 301.

A minor of 21 hours is offered in either concentration for Clothing and Fashion Merchandising. Contact the department for details.

— *Requirements for a Major in Foods and Nutrition*

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) *Food Service Management Concentration* is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN

124, 222, 223, 224, 227, 326, 327, 328, 425, 427; HEC 764, 499, 355; ECO 374; BUS 230, 346, 366, 446, 467; BIO 101,141; three to four additional hours of BIO, CHE, or PHY.

The (B) *Nutrition Concentration* is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 326, 327, 328, 425, 426, 427, 428, 429; HEC 764, 499; CHE 111,141, 112, 142, 221, 241; MAT 110; BIO 101,141,102, 142; 322, 342 or 323, 343; 334, 344, 436; BUS 230, 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200. The Foods and Nutrition Program has been granted Developmental Accreditation as a Dietetic Association Council on Education Division of Education Accreditation/Approval. Students who completed the program satisfactorily will be eligible to become Active Members of the American Dietetic Association and to write the Registration Examination for Dietitians.

— *Requirements for a Major in Interior Design*

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 247, 343, 344, 348, 443, 444, 447; CFM 418; HEC 499; ART 101,105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211,374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105
Sophomores: ID 243, 244, 245, 246; ART 106, 246
Juniors: ID 247, 343, 344, 348; ART 221 or 222; and 107
Seniors: ID 443, 444, 447; CFM 418; HEC 499

— *Requirements for a Major in Home Economics*

The general home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

When she combines the general home economics major requirements with those for secondary certification, the student is qualified to teach consumer home economics and occupational home economics at the secondary school level in North Carolina. Students who choose teacher certification should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in home economics.

— *Curriculum*

Child Development

CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Two lectures and three hours of laboratory per week.

3 hours

CD 334 INFANT AND TODDLER DEVELOPMENT AND CAREGIVING

A study of the development of children from birth to age 2 1/2, with emphasis on appropriate environments and practice. Three hours lecture and two hours laboratory per week.

3 hours

CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

3 hours

CD 336 PRESCHOOL CURRICULUM

A study of the principles and components of a creative preschool program which fosters the total development of the child. Prerequisite: CD 234. Three lectures and three laboratory hours per week.

3 hours

CD 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: CD 234.

3 hours

CD 438 PARENT EDUCATION

An overview of parent education with special emphasis on parent-child relationships, as well as problems and procedures of teachers working with children and/or families. Prerequisites: CD 234, 334, 436.

3 hours

Clothing and Fashion Merchandising

CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

3 hours

CFM 211 ELECTRONIC APPAREL DESIGN

An introduction to the use of computers as a tool for designing apparel. Students will learn how to use the mouse for drawing purposes, how to perform simple computer techniques, and how to scan illustrations on to the computer to make further adjustments. Application toward requirements: major, minor.

Fall, spring semesters *1 hour*

CFM 212 VISUAL MERCHANDISING

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout. Application toward requirements: major, minor.

Fall *3 hours*

CFM 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing.

Spring *3 hours*

CFM 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Fall *3 hours*

CFM 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

Spring *4 hours*

CFM 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century.

Fall *3 hours*

CFM 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

Fall, alternate years *3 hours*

CFM 413 SPECIAL PROBLEMS IN RETAILING

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Application toward requirements: major, minor. Prerequisite: CFM 314.

Spring *2 hours*

CFM 414 APPAREL DESIGN DEVELOPMENT

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Application toward requirements: major, minor. Prerequisite: CFM 115, 214.

Spring, alternate years *2 hours*

CFM 415 DRAPING

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. Application toward requirements: major, minor. Prerequisite CFM 115, CFM 417 or permission from instructor.

Spring, alternate years (or as needed) *3 hours*

CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115.

Fall, alternate years *3 hours*

CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

3 hours

Foods and Nutrition

FN 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

3 hours

FN 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes

underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Prerequisite: FN 124.
As needed *1 hour*

FN 223 PRINCIPLES OF CATERING

Food preparation and techniques, cost analysis, and business contracts for special social occasions.
As needed *1 hour*

FN 224 CULTURAL FOODS

A study of food and food customs of selected cultures.
As needed *1 hour*

FN 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.
3 hours

FN 325 NUTRITION DURING THE LIFE CYCLE

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition. Prerequisite: FN 227.
Fall *3 hours*

FN 326 MEAL MANAGEMENT

A course designed to apply the principles of nutrition and cookery to the planning, preparation, and service of meals of various types and costs, with special emphasis on consumer buying practices and their relation to the food budget. Prerequisite: FN 124. Two lectures and four hours of laboratory per week.
Spring *2 hours*

FN 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.
Fall *3 hours*

FN 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.
Fall *1 hour*

FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.
Spring *3 hours*

FN 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.
Spring *3 hours*

FN 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.
Fall *3 hours*

FN 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.
Fall *3 hours*

FN 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.
Spring *3 hours*

Interior Design

ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.
Fall *3 hours*

ID 144 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.
3 hours

ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

3 hours

ID 244 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six hours per week. Also offered as ART 244.

3 hours

ID 245 HOUSING ISSUES

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

Fall *3 hours*

ID 246 INTERIOR DESIGN MATERIALS

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

ID 247 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: ID 144, 244 (can parallel). Also offered as ART 247.

1 hour

ID 343 CONSTRUCTION TECHNOLOGY

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

Spring *3 hours*

ID 344 INTERIOR DESIGN III

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

ID 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; uses and control of light, lighting fixtures, and lighting installation. Emphasis on lighting for general illumination, tasks, and aesthetic effects. Prerequisites: ID 144 and 244.

Spring *1 hour*

ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

3 hours

ID 444 INTERIOR DESIGN IV

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

3 hours

ID 447 CONTRACT INTERIOR DESIGN

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

3 hours

General Home Economics

HEC 355 FAMILY RESOURCE MANAGEMENT

The use of human resources to promote individual and family development. Emphasis on family life management skills.

3 hours

HEC 356 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment.

Fall *1 hour*

HEC 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

3 hours

HEC 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: FN 326 and HEC 355.
3 hours

Seminar

HEC 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in home economics. Pass-fail grading only.
Fall *1 hour*

Education

HEC 764 METHODS OF TEACHING HOME ECONOMICS

A study of planning, implementing, and evaluating a home economics program. Practical experience in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary education and food service management majors. May not be counted toward a major.
Spring *3 hours*

HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer Home Economics and Occupational Home Economics). Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA and HERO), and legislation. Includes field experience. Required of secondary home economics education majors.
Fall *2 hours*

HEC 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.
1 to 3 hours

Students who wish advanced study in home economics should consult with the department head and arrange for it through the special studies options listed on page 57.

MATHEMATICS AND COMPUTER SCIENCE

Professor V. Knight, Head; Professors Bouknight, Davis, Kraines, and D. Preston; Assistant Professor Guglielmi; Instructor Balla; Adjuncts Houghtaling, A. Jones, O'Hara, and Stanislaw.

— Goals and Objectives

The objectives of the courses and programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to gain confidence in her abilities and skill in mathematical reasoning, logical and creative thinking, and problem solving.

Students will gain an appreciation of the wide application of mathematics in the world. They will understand and apply technology appropriately as a resource in problem solving. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide mathematical and computer preparation for

- careers related to mathematics and computing
- careers in business and the professions
- careers in secondary, middle grades, and elementary teaching
- graduate school
- general living and a lifetime of continuing education

Objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer

In addition, the major in computer and mathematical sciences gives the student facility with computer science theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in computer and mathematical sciences.

Minors in mathematics, computer science, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the departmental office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher certification in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A freshman-sophomore mathematics competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given to a rising senior majoring in the department.

Extracurricular activities include participation in the William Lowell Putnam Mathematical Competition and the competition in Mathematical Modeling. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. Pi Mu Epsilon is a national honor society in mathematics.

— *Requirements for Majors*

CORE CURRICULUM

MAT 211 Calculus I (4)
  (Prerequisite: MAT 110 or placement)
MAT 212 Calculus II (3)
MAT 220 Linear Algebra (3)
MAT 250 Mathematical Reasoning (2)
MAT 313 Calculus III (3)
TOTAL...15

BACHELOR OF ARTS — Mathematics

1. Core Curriculum (15)
2. At least one course chosen from (3)
   MAT 321 Modern Abstract Algebra
   MAT 410 Advanced Calculus
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
3. Mathematics courses at 200 level work or above 27
   (This includes courses from 1 and 2 above.)
   TOTAL hours required 27
   Prerequisite hours: 3

BACHELOR OF SCIENCE — Mathematics

1. Core Curriculum (15)
2. MAT 410 Advanced Calculus (3)
3. At least two courses chosen from (6)
   MAT 321 Modern Abstract Algebra
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
4. Mathematics courses at 200 level work or above 33
   (This includes courses from 1-3 above.)
5. CSC 201 Computer Science I with Pascal 3
6. One of the following sequences: 8
   CHE 111-112 General Chemistry I and II, or
   PHY 211-212 General Physics I and II
7. At least 12 semester hours in *one* of the
   following related areas: 12
   Biology, business and economics, chemistry and
     physics
   (this includes courses from 6 above), or computer
     science (this includes courses from 5 above)

TOTAL hours required 48-56
Prerequisite hours: 3

BACHELOR OF SCIENCE — Computer and Mathematical Sciences

1. Core Curriculum..15
2. MAT 245 Statistics I (3)
   MAT 360 Numerical Analysis (3)
   TOTAL...6
3. At least one course chosen from 3
   MAT 321 Modern Abstract Algebra
   MAT 410 Advanced Calculus
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology............
4. Computer science courses
   CSC 201 Computer Science I with Pascal (3)
   CSC 203 Foundations of Computer Science (3)
   CSC 212 Computer Science II:
    Advanced Programming in Pascal (3)
   CSC 301 Data Structures and Algorithms (3)
   CSC 311 Computer Organization (3)
   CSC 330 Operating Systems (3)
   CSC 321 Topics in Computer Science (3)
   CSC 420 Computer Seminar (1)
   TOTAL...22
5. At least 3 elective hours in Mathematics or
   Computer Science, at 200 level work or above.........3
6. Hours in the department 49
7. Science Requirements
   PHY 211-212 General Physics I & II and labs (8)

TOTAL hours required 57
Prerequisite hours: 3

— *Licensure Requirements*

• Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 110, MAT 120, or a calculus course.

• Middle Grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 110, 221, 245 and 340.

ü Middle Grades licensure in an area other than mathematics: MAT 110, MAT 120, or any calculus course.

- Secondary licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science are required.

Licensure endorsements are available in Mathematics and Computer Science. Requirements are available in the departmental office.

— *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 and MAT 110 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, MAT 211 and MAT 110 upon completion of MAT 313 with a grade of C or higher.

— *Curriculum*

MAT 110 ELEMENTARY FUNCTIONS

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

3 hours

MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

3 hours

MAT 130 EXPLORING WITH MATHEMATICS

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fairness, apportionment, Euler circuits, networks, transportation, scheduling, sequences, population growth, simple and compound interest, symmetry, and fractals.

3 hours

MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, related rates, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators and computer packages. Prerequisite: MAT 110 or placement.

4 hours

MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT 211 or placement.

3 hours

MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT 211.

3 hours

MAT 245 STATISTICS I

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Credit is allowed for both MAT 245 and PSY 200. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

3 hours

MAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

MAT 313 CALCULUS III

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, line integrals, and surface integrals. Students will use a computer package. Prerequisite: MAT 212 or placement..

3 hours

MAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory will be emphasized. Prerequisite: MAT 250.

Fall *3 hours*

MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four MAT courses, 200 level or above, including MAT 250.

Fall, even-numbered years *3 hours*

MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS

A continuation of MAT 245, the study of probability and statistical inference. Greater emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

Fall, odd-numbered years *3 hours*

MAT 345 STATISTICS II

A continuation of MAT 245 which includes analysis of variance, multiple linear regression, and time series. Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use computer packages. Prerequisite: MAT 245 or equivalent.

Spring, odd-numbered years *3 hours*

MAT 354 DIFFERENTIAL EQUATIONS

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

Spring, odd-numbered years *3 hours*

MAT 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Students will use computer packages. Prerequisite: MAT 212.

Fall, even-numbered years *3 hours*

MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

Spring, even-numbered years *3 hours*

MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the alegebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration; series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

Spring *3 hours*

MAT 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

Fall *3 hours*

MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

Spring, odd-numbered years *3 hours*

MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

Spring, even-numbered years *3 hours*

MAT 764 METHODS OF TEACHING MIDDLE GRADES/SECONDARY MATHEMATICS

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major.

Fall, odd-numbered years *3 hours*

MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES CERTIFICATION

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades certification with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. To arrange to take this course, contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

1 hour

Computer Science

Courses with CSC prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

CSC 111 COMPUTERS AND THEIR USES

An introduction to computers, including their components, operation, and control. Among topics to be surveyed are computers and society; input/output and mass storage devices; processors and memories; and hardware, software, and systems development. This course provides experience in learning and using specific software packages for word processing, spreadsheets, and databases. An introduction to programming using BASIC is included.

3 hours

CSC 201 COMPUTER SCIENCE I WITH PASCAL

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document Pascal programs using techniques of good programming style. Prerequisite: At least one college-level mathematics course.

Fall *3 hours*

CSC 203 FOUNDATIONS OF COMPUTER SCIENCE

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of computation).

Spring *3 hours*

CSC 211 COBOL PROGRAMMING

An introduction to the business-oriented programming language COBOL. Design in structured programs, including table handling, array processing, and report generating. Prerequisite: Three hours of computer science.

Spring, even-numbered years *3 hours*

CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN PASCAL

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of Pascal, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201.

Spring *3 hours*

CSC 215 DATABASE THEORY AND DESIGN

Fundamentals of database management. Topics include data models, query languages, database design, concurrency, and locking. A commercial database program will be used. Emphasis on design and implementation. Prerequisite: CSC 201 or CSC 211.

Spring, even-numbered years *3 hours*

CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212.

Fall *3 hours*

CSC 307 SOFTWARE DEVELOPMENT WITH C

Introduction to principles of design, coding, and testing of software projects. C programming language; implementation of advanced programming techniques; the software development life cycle; managing the implementation of large computer projects. Prerequisite: CSC 301.

Spring, odd-numbered years *3 hours*

CSC 311 COMPUTER ORGANIZATION

The fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to assembly language programming. Prerequisite: CSC 203.

Spring, odd-numbered years *3 hours*

CSC 312 MANAGEMENT INFORMATION SYSTEMS

The principles and techniques of information analysis and systems design as related to the development of management information systems. Topics include information flow, information requirements of management, decision making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Prerequisite: Any CSC course.

Spring, odd-numbered years *3 hours*

CSC 321 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

Fall *3 hours*

CSC 330 OPERATING SYSTEMS

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, Prerequisite: CSC 212.

Spring, even-numbered years *3 hours*

CSC 420 COMPUTER SCIENCE SEMINAR

Current developments and, themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least 2 CSC courses numbered 200 or above and junior or senior standing.

Fall *1 hour*

Under the auspices of Cooperating Raleigh Colleges, students in the mathematical and computer sciences can *take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However with an additional year, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.*

Students who wish advanced study and research in mathematics and computer science should consult with the department head and arrange for it through the special studies options listed on page 57.

MUSIC, SPEECH, AND THEATRE

Professor D. Lynch, Head; Professors Clyburn, Fogle, and Vaglio; Associate Professors Creagh, P. Garriss, Page, and Williams; Assistant Professor Rodgers; Adjuncts Allred, Atchley, Blackledge, Brockwell, Brown, Burroughs-Price, Charlton, Daugherty, Deane, Dopler, Dunson, Dyke, Eagle, Farrington, M. Garriss, Gilmore, Gorski,Halverson, Holcombe, Hudson, Jolly, Kauffman, Lohr, Long, M. Lynch, McKee, Nelson, Newsome, Partridge, Patrickis, Randolph, Riva-Palacio, Robinson, Rowland, A. Stephenson, E. Stephenson, Thomas, and Yager; Technical Director Landry; Scenic and Costume Designer Murray.

— Purpose

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a minister–all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

Goals and Objectives

The objectives of the programs and courses offered by the Department of Music, Speech, and Theatre are to encourage the student to

- develop critical thinking skills
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body
- pursue careers in the performing arts, arts education, business and professional settings, churches
- develop aesthetic understanding through evaluation of important works of art related to music, speech, and theatre
- knowledge of basic artistic and philosophical movements in history
- knowledge and skills necessary to understand contributions of diverse cultures to music, speech, and theatre
- understanding the theoretical base applicable to each discipline

- promote involvement in the artistic life of the community
- understand and apply technology related to specific areas of music, speech, and theatre
- understand the fundamental importance of arts education
- accumulate the knowledge and experiences necessary to develop reflective thinking
- perform in public.

— *Areas of Concentration*

The department offers the following programs:

- the Bachelor of Arts with majors in music, speech communication, or theatre
- the Bachelor of Music with majors in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

A *Certificate in Church Music* may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* is also offered. Master of Music students may choose either performance and pedagogy or music education. Information is available in the music department or in the graduate office.

— *Audition and Interview*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or videotape may be sent in lieu of a personal audition.

— *Requirements for a Major*

BACHELOR OF ARTS

1. Major in Music

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or or the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to preapre for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses		32
Theory 100, 101, 202, 203	12	
Ear-Training 150, 151, 252, 253	4	
Keyboard 140, 141, 242, 243	4	
Music Literature 215	2	
Music History 310, 311, 312, 313	8	
Seminar in Music Literature 494	2	
Applied Music and Electives		16
Minimum in applied music	8	
Graduation Recital 491	1	
Electives in Music	7	

2. Major in Speech Communication

The Bachelor of Arts with a major in speech communication prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech communication is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech communication requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses		23
Speech 150 (Voice and Articulation)	3	
Speech 225 (Fundamentals of Speech)	3	
Speech 326 (Oral Interpretation of Literature)	3	
Speech 350 (Oral Communications for Business and the Professions)	3	
Psychology 410 (Social Psychology)*	3	
Advanced Rhetoric (English 358, or approved equivalent)*	3	
Speech 494 (Human Communication: Psychological Perspectives)	3	
Theatre 240 (Practicum: Publicity/House Management)	1	
Speech 410 (Senior Practicum)	1	
Related Studies		12

---

* Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for these courses.

Twelve hours are required in speech communication or other departmentally approved electives. The choice of electives must be approved by the student's adviser. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Examples of approved electives include BUS 366, BUS 384, BUS 446, BUS 448, ENG 245, ENG 475, HEC 335, POL 301, POL 303, PSY 212, PSY 332, PSY 530, SOC 335, SPE 920.

3. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser–toward a greater overview or toward a focus on performance or production.

Core	24
Theatre 114 (Introduction to Theatre)	3
Theater 224 (Basic Acting)	3
Theater 230-242 (Practica– at least three different areas)	3
Theatre 245 (Stagecraft)	3
Theatre 316, 317 (History)	6
English 350 (Topics in Drama) (must be approved by adviser), or English 355 or 356 (Shakespeare)	3
Theatre 490 (Project: area of specialization)	3

Additional Courses 12

The student must select at least 12 credit hours from the following list of courses:

Speech 150 (Voice and Articulation)	3
Theatre 214 (Creative Dramatics)	3
Theatre 230-242 (Theatre Practicum) (areas of study to be determined in consultation with major adviser)	1-3
Theatre 246 (Lighting and Sound)	3
Theatre 247 (Costume and Makeup)	3
Theatre 324 (Intermediate Acting)	3
Theatre 424 (Advanced Acting)	3
Theatre 425 (Directing)	3
Theatre 495 (Seminar in Musical Theatre)	3
Theatre 499 (Internship)	1-3

Students majoring in theatre are expected to participate in departmental productions.

4. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, *Meredith Performs* offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

a. She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).

b. She may major in theatre and minor in music (Bachelor of Arts).

On occasion, students plan a contract major in musical theatre in consultation with the music and theatre faculty.

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching certificate in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, and other professions not directly related to music.

Major in Applied Music

Liberal Arts and Sciences 42

English composition	3
Major British Writers	3
Foreign language	6

(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)

Religion 6

(Religion 100 and any advanced three-hour course)

Social and Behavioral Sciences 6

A. History of Western Civilization (3)

B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)

Mathematics and natural sciences 6-7

A. Mathematics (3)

B. Natural Science (3-4)
Select one course from the following categories: biology, chemistry, physical geography, physics
Health and physical education......................4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)
Electives in liberal arts and sciences...........1-8

Music Courses 82

1. Concentration in Keyboard or Instrument
   Theory 100, 101,202, 203.........................12
   Ear-Training 150, 151,252, 253...................4
   Keyboard 140, 141,242, 243........................4
   Music Literature 215....................................2
   Music History 310, 311,312, 313.................8
   Pedagogy 220, 322.......................................4
   Conducting 300, 301....................................4
   Seminar in Music Literature 494..................2
   Seminar in Theory 495................................2
   Literature of Applied Music 314...................2
   Principal applied study...............................24
   Secondary applied study(ies).........................4
   Junior Recital 390...1
   Graduation Recital 490.................................1
   Keyboard proficiency
   Music electives...8
2. Concentration in Voice
   Theory 100, 101,202,203...........................12
   Ear-Training 150, 151,252, 253...................4
   Keyboard 140, 141,242, 243........................4
   Music Literature 215....................................2
   Music History 310, 311,312, 313.................8
   Pedagogy 220...2
   Phonetics 256, 257.......................................2
   Conducting 300, 301....................................4
   Seminar in Music Literature 494..................2
   Seminar in Theory 495................................2
   Literature of Applied Music 314...................2
   Voice...24
   Secondary applied study(ies).........................4
   Junior Recital 390...1
   Graduation Recital 490.................................1
   Keyboard proficiency
   Music electives...8
3. Concentration in Piano Pedagogy
   Theory 100, 101,202, 203.........................12
   Keyboard 140, 141,242, 243........................4
   Ear-Training 150, 151, 252, 253..................4
   Music Literature 215....................................2
   Conducting 300, 301....................................4
   Music History 310, 311,312, 313.................8
   Literature of Applied Music 314...................2
   Principal applied study (piano)...................22
   Secondary applied study(ies).........................4
   Pedagogy 220, 321,322, 423, 424, 425.......11
   Lecture-recital or workshop 391....................1
   Graduation Recital 490.................................1
   Electives in music...7

Major in Music Education

Liberal Arts and Sciences 42
English Composition....................................3
Major British Writers....................................3
Foreign Language...6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)
Religion...6
(Religion 100 and any advanced three-hour course)
Social and Behavioral Science........................9
A. History of Western Civilization (3)
B. American Ethnic Relations (SOC 335) (3)
C. Psychology of Exceptional Individuals (PSY 312) (3)
Mathematics and Natural Sciences................7
Mathematics (3)
Natural Science (4)
(Select from one of the following categories: biology, chemistry, physics)
Health and Physical Education.....................4
(Choose four activities courses or a two hour course in health or first aid)
Electives in liberal arts and sciences..............4

Music and Professional Education 82
Theory 100, 101,202, 203.........................12
Ear-Training 150, 151, 252, 253..................4
Keyboard 140, 141,242, 243........................4
Music Literature 215....................................2
Music History 310, 311,312, 313.................8
Winds and Percussions 070..........................4
String Instruments 060................................2
Guitar Lab 068...1
Instrumentation 304.....................................1
Choral Arranging 308..................................2
Conducting 300, 301....................................4
Principal applied study...............................14
Secondary applied study(ies).........................3
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.
Graduation Recital 491.................................1
Keyboard proficiency

Education, Methods, and Elective Courses
Materials and Methods Elementary 720........2
Materials and Methods Middle 721..............2

Materials and Methods Secondary 722	2
Educational Psychology 234	3
Foundations of American Education 232	3
Student Teaching 439 (Block)	6
Reading (EDU 471) (Block)	1
Introduction to Audio/Visual Materials (EDU 441) (Block)	1

— *Certificate in Church Music*

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301	4
Church Music 395, 396, 397	6
Internship 934	4
Religion	12
(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)	
Applied Music	18-28
Principal applied (14-24) — Complete 300 level (Organ, voice, or piano)	
Secondary applieds	4
At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice	
Graduation Recital 490 or 491	1

Ensembles must include the following experiences:
  Choral ensembles (4 semesters)
  Handbells (2 semesters)
Accompanying (2 semesters)
  (Students whose principal applied is organ or piano)

MASTER OF MUSIC

Meredith offers two graduate majors in music. The *Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. The *Master of Music in Music Education* emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest caliber. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the graduate office.

Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains a number of scores, including several complete editions, over 4,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

The *Fletcher School of Performing Arts at Meredith College* brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1993-1994, the Fletcher School brought singer-actor Wesley Balk, tenor Nico Castel, opera director Carol Castel, voice coach and singer Chloe Owens, pianist Claude Frank, violinist Nicholas Kitchen, and the Shenandoah Shakespeare Express for residencies of several days each. In addition, the National Opera Company offered numerous open rehearsals and two complete opera performances.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

— *Specific Requirements for Music Majors*

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly — whether on stage, in church, in the classroom, or in the studio — in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Sophomore Conference

The sophomore conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled at the beginning of the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office and from faculty advisers in music.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

— *Curriculum*

Courses in music may fulfill humanities/fine arts general education requirements.

Theory

MUS 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords.

Prerequisite: MUS 100 before MUS 101. Three class hours weekly.
Fall/Spring *3 hours each semester*

MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141.
Fall/Spring *1 hour each semester*

MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction, TAPMASTER, and PITCHMASTER systems in a lab setting to drill these skills.
Fall/Spring *1 hour each semester*

MUS 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.
Fall/Spring *3 hours each semester*

MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.
Fall/Spring *1 hour each semester*

MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.
Fall/Spring *1 hour each semester*

MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed on the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.
Spring *1 hour*

MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.
Fall *2 hours*

MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243.
1 hour

MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.
Spring *2 hours*

MUS 506 COMPUTERS AND MUSIC

An introduction to Basic programming with emphasis upon the development of algorithms based upon musical content. Flow-charting is studied as a technique which helps to clarify the overall direction of a program. Computer games as well as low and high resolution graphics are included.
Fall *2 hours*

MUS 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.
Fall and Spring *1 to 4 hours each semester*

History and Literature

MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.
Fall and Spring *3 hours*

MUS 215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors.
Spring *2 hours*

MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS 101, MUS 215.

Fall *2 hours*

MUS 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring *2 hours*

MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Fall *2 hours*

MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring *2 hours*

MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

2 hours

MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

Fall *2 hours*

Music Education, Pedagogy, Phonetics

MUS 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

Fall and Spring *1 to 3 hours each semester*

MUS 070 BRASS, WIND, AND PERCUSSION INSTRUMENTS

Required of all music education majors, this course emphasizes mastery of technical aspects of instrumental playing needed to teach the C flute, B-flat clarinet, tenor trombone, one brass valve instrument, and basic snare drum rudiments. May be repeated for credit.

Fall and Spring *1 to 3 hours each semester*

MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. Prerequisite: MUS 101, MUS 215.

Spring *2 hours*

MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

Fall *2 hours*

MUS 322 PRACTICUM

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters.

Fall and spring *1 hour each semester*

MUS 423 PEDAGOGY III

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

Spring *2 hours*

MUS 424 PRACTICUM

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

Fall and spring *1 hour each semester*

MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.

Fall/Spring, alternate years *1 hour each semester*

MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature

selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301.
Fall/Spring *2 hours each semester*

MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.
2 hours

MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.
Fall *2 hours*

MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101,151.
Fall *2 hours*

MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.
Spring *2 hours*

MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audiovisual materials and equipment in the classroom. Prerequisite: IDS 100.
Fall and Spring *2 hours*

Church Music

MUS 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).
2 hours

MUS 396 HYMNOLOGY

A study of the hymns of the Christian church, their history, and their function in worship.
2 hours

MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.
2 hours

MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.
1 to 2 hours per semester

Ensembles

All undergraduate music majors are required to participate in ensemble each semester (except possibly the first semester of the freshman year and the student teaching semester). At least two semesters must be in a choral ensemble. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester. (Note restriction on ensemble credits, page 52.)

MUS 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.
1 hour each semester

MUS 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:.

a. Prepare to accompany a recital for one major;

b. Accompany lessons, jury examinations, and student recital appearances for one major;

c. Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or

d. Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

1 hour each semester

MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the music faculty.

1 hour each semester

MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

1 hour each semester

MUS 239 HANDBELL CHOIR

Beginning and advanced handbell ringers perform on and off campus. Solo and ensemble ringing opportunities. Students must be able to read music.

1 hour each semester

MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. Admission by audition only.

1 hour each semester

MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.

1 hour each semester

MUS 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only.

1 hour each semester

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	*Weekly Half-Hour Lessons*	*Weekly Practice Hours*
1	1	5
2	2	10
3	2	15
4	2-3	20

Applied music fees are assessed for all applied music courses.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged. Pass-fail grading.

1 hour each semester

MUA 290 SOPHOMORE RECITAL

MUA 390 JUNIOR RECITAL

MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

MUA 490 GRADUATION RECITAL (APPLIED)

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in applied music.

MUA 491 GRADUATION RECITAL (B.A. or music education)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

Piano

Professor Clyburn, Coordinator; Professor Fogle; Adjuncts Allred, Blackledge, Brown, Daugherty, Jolly, Lohr, McKee, Riva-Palacio, and A. Stephenson.

The materials used for the technical development are variable, depending on the concepts of the teacher and the individual needs of the pupil. A thorough knowledge of all scales and arpeggios should be established before a pupil enters MUA 144.

Functional piano (for the classroom and in preparation for piano proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of material.

MUA 040 BEGINNING CLASS PIANO
Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass-fail grading only.
1 hour

MUA 041 INTERMEDIATE CLASS PIANO
A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass-fail grading only. May be repeated for credit.
1 hour

MUA 044 PREPARATORY PIANO
Study of repertoire less difficult than that listed under MUA 144.

MUA 144 PIANO I
Bach inventions, preludes, suites; sonatas of the difficulty of the Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical romantic, impressionistic, and contemporary composers.

MUA 244 PIANO II
Bach sinfonias, *Well-Tempered Clavier*, suites, partitas; Haydn, Mozart, and Beethoven sonatas; Chopin works of moderate difficulty; other classical, romantic, impressionistic, and contemporary composers.

MUA 344 PIANO III
Bach *Well-Tempered Clavier*, toccatas, partitas, etc.; Mozart and Beethoven sonatas; Chopin etudes, impromptus, scherzi, ballades, etc.; other classical, romantic, impressionistic, and contemporary composers.

MUA 444 PIANO IV
Bach *Well-Tempered Clavier*, chorale preludes, and larger works; sonatas of greater difficulty; concerti; other classical romantic, impressionistic, and contemporary works suitable for graduation recitals.

Organ

Professor D. Lynch, Coordinator; Adjuncts Dopler, Downward, and M. Lynch.

MUA 145 ORGAN I
Manual and pedal technique. Bach *Eight Little Preludes and Fugues, Orgelbuechelein*; Dupre *Seventy-Nine Chorales;* works of comparable difficulty from all periods; hymn playing.

MUA 245 ORGAN II
Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

MUA 345 ORGAN III
Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

MUA 445 ORGAN IV
Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

Harpsichord

Adjunct Downward

MUA HARPSICHORD 146, 246, 346, 446

Violin

Associate Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, M. Garriss, Gorski, Partridge, and Randolph.

MUA 164 VIOLIN I
Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

MUA 264 VIOLIN II
Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA 364 VIOLIN III
Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA 464 VIOLIN IV
Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465

Adjunct Hudson

MUA CELLO 166, 266, 366, 466

Adjunct Dyke
MUA DOUBLE BASS 167, 267, 367, 467

Adjunct Nelson
MUA FLUTE 174, 274, 374, 474

Adjunct Gilmore
MUA CLARINET 175, 275, 375, 475

Adjunct Deane
MUA PERCUSSIONS 189, 289, 389, 489

Guitar

Adjuncts E. Stephenson and Dunson

MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

1 hour each semester

Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.

MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

Voice

Associate Professor Williams, Coordinator, Adjuncts Charlton, Farrington, Robinson, Sparks, Thomas, and Yager.

MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA 454 VOICE IV

Technical work continued, stressing flexibility.

Total repertory (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech Communication and Theatre

Associate Professor Creagh, Coordinator; Assistant Professor Rodgers; Adjuncts Kauffman, Long, and Rowland; Designer/Technicians Landry and B. Murray.

Please refer to pages 125-126 regarding the majors in speech communication and in theatre as well as the concentration in musical theatre. Minors are also available in speech communication, theatre, and musical theatre. Individual contract majors in speech communications have also been approved upon request. For further information, consult the area coordinator.

Courses in Speech Communication and Theatre may fulfill humanities-fine arts area distribution requirements.

Speech Communication

The courses in speech communication are redesigned to develop skills in public and interpersonal communication, critical thinking; and the clear, logical, and creative expression of ideas. They also provide an understanding of the way communication functions in society, culture, business, and the arts.

SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

Spring *3 hours*

SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to public and interpersonal communication that stresses organization and delivery of spoken messages. Units include informative speaking; group discussion and problem-solving, use of language in "oral style," and the use of logic and critical thinking in persuasive communication.

Fall and Spring *3 hours*

SPE 250 INTRODUCTION TO VIDEO PRODUCTION

A detailed study of S-VHS editing equipment and cameras. The course will concentrate on the proper techniques used to create video messages and on the care and operation of video equipment.

A video project and two written exams are also required. Completed student projects will air on Meredith College Television, providing the students first-hand experience creating and disseminating messages via television.

Fall and spring *2 hours*

SPE 326 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

Fall and Spring *3 hours*

SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

Fall *3 hours*

SPE 360 TELEVISION PROGRAM DESIGN

This course teaches the student a variety of writing, directing, and editing techniques used in radio, television, video, and film. Emphasis will be on constructing messages for the television format. These scripts will include radio and television news, the informational or documentary format, and the drama. Students will study some basic directing and editing concepts for shot composition and sequencing.

Spring *3 hours*

SPE 410 SENIOR PRACTICUM

A project combining research in an area of communication studies with significant practical application (such as a major public address, performance, or internship). This project will be approved in advance by the student's adviser and implemented under the supervision of the adviser.

Fall and Spring *1 hour*

SPE 494 HUMAN COMMUNICATION: PSYCHOLOGICAL PERSPECTIVES

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

Fall *3 hours*

SPE 920 PROJECT: AREA OF SPECIALIZATION

A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).

1 to 3 hours

Theatre

THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Fall and Spring *3 hours*

THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not productoriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

Fall *3 hours*

THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

Fall and Spring *3 hours each semester*

THE 230-242 THEATRE PRACTICUM

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a sped fled number of hours of work. Practica may be taken a maximum of eight times for credit.

Fall and Spring *1 hour each section*

230 Performance (acting)
231 Performance (dance)
232 Performance (music)
233 Lighting
234 Sound
235 Costuming
236 Makeup
237 Stage Management
238 Scenic Construction
239 Scenic Design
240 House Management
241 Publicity and Box Office
242 Directing

THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

Fall *3 hours*

THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

Spring, odd-numbered years *3 hours*

THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

Spring even-numbered years *3 hours*

THE 316 HISTORY OF THEATRE–CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

Fall, even-numbered years *3 hours*

THE 317 HISTORY OF THEATRE–MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and nonwestern theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

Spring, odd-numbered years *3 hours*

THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 114 and permission of the instructor.

Spring, odd-numbered years *3 hours*

THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

Fall and Spring *1 to 3 hours*

THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

Fall, odd-numbered years *3 hours*

THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

Fall, Spring, or Summer *1-3 hours*

Students who wish advanced study in music, speech, or theatre should consult with the department head and *arrange for it through the special studies options listed on page 57. Students may elect courses through the Cooperating Raleigh Colleges.*

PSYCHOLOGY

Professor Huber, Head; Professors Aubrecht and Hornak; Associate Professor Heining-Boynton; Assistant Professor Edwards; Adjuncts Fairbank and Gilleland.

THE GOAL OF THE PSYCHOLOGY DEPARTMENT is to help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

— *Requirements for a Major in Psychology*

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)
Clinical (PSY 120, 320, 322, 324, 420, 422)
Experimental (PSY 330, 332, 334, 430, 530)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

NOTE: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

— *Curriculum*

PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

1 hour

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Credit will be allowed for both PSY 200 and MAT 245.

3 hours

PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

PSY 212 PSYCHOLOGY OF SEX ROLES

The understanding of sex roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

3 hours

PSY 300 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Suggested prerequisite: PSY 200.

4 hours

PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings. Classroom observations required.

3 hours

PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and emotionally handicapped; persons with speech, hearing, visual, and crippling health disabilities; and those with specific learning disabilities.

3 hours

PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, character disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

3 hours

PSY 322 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates and also recorded on audio tape. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories.

3 hours

PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

Fall *3 hours*

PSY 330 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system with special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Fall *3 hours*

PSY 332 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Spring *3 hours*

PSY 334 ANIMAL BEHAVIOR

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will be introduced to paleoanthropology, primate behavior, behavior genetics, and applied veterinary management. Typical research methods will also be discussed.

Spring *3 hours*

PSY 410 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attractions, selfconsistency, person perception, aggression, and altruism.
Spring *3 hours*

PSY 420 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings.
Fall *3 hours*

PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.
Fall *3 hours*

PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers.
Spring *3 hours*

PSY 530 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving.
Fall *3 hours*

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g., advanced courses, research projects, internship experiences) may do so through the special studies options listed on page 57. Special studies have included courses in animal behavior, computer analysis of data, industrial psychology and stress management; research projects in personality, developmental and social psychology; and internship experiences in clinical psychology, applied behavior therapy, business, personnel, education, and many other areas.

Students may elect courses through the Cooperating Raleigh Colleges.

RELIGION AND PHILOSOPHY

Professor Cochran, Head; Professor Page; Associate Professor Vance; Assistant Professors Kirk-Duggan and O'Brien; Adjuncts Ellis, R. Smith and Stacy.

THE DEPARTMENT OFFERS A MAJOR IN RELIGION and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

— The General Education Requirement in Religion (see page 42) may be completed as follows:

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— Requirements for a Major in Religion

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

— *Curriculum*

Religion

REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the Biblical record and their significance for the present time.

3 hours

REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

3 hours

REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

3 hours

REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

3 hours

REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

3 hours

REL 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul.

3 hours

REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

3 hours

REL 283 WOMEN IN THE CHRISTIAN TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

3 hours

REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religions themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, Silone, Steinbeck, Tennessee Williams, and Updike.

3 hours

REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religions experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

3 hours

REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

3 hours

REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

1 hour

REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

3 hours

REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

3 hours

REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 hours

REL 381 CHRISTIAN EDUCATION

Principles and techniques of Christian leadership.

3 hours

REL 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 hours

REL 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults examined.

3 hours

REL 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

3 hours

Philosophy

PHI 201 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

3 hours

PHI 210 CRITICAL THINKING

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 57.

Students may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Professor Sumner, Head; Professors Zingraff, Director of Program in Sociology, and Bishop; Assistant Professors Brown and Glumm; Adjuncts Daniels, Judge, Osborne and Rawlings.

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Licensure for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction. A program in criminal justice studies is also offered in cooperation with the Department of History and Politics.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisite may be waived in exceptional cases.

— Requirements for a Major in Sociology

A minimum of 27 hours in sociology is required, 15 of which are specified: SOC 230, 374, 375, 489, and 496. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

— Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101; SOC 230, 376; PSY 100; POL 100 (15 semester hours)

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 310, 401, 402, 403 (37 semester hours)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional social work practice.

Admission: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

— Requirements for a Concentration in Criminal Justice Studies

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

— Curriculum

Sociology

SOC 230 PRINCIPLES OF SOCIOLOGY

A general introduction to the field of sociology and to methods used in sociological research.

3 hours

SOC 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

3 hours

SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate and simpler cultures.

3 hours

SOC 335 AMERICAN ETHNIC RELATIONS

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored.

3 hours

SOC 336 CRIMINOLOGY

The law, the offenders, and the victims are examined

in this study of crime and its causes. The conventional crimes of violence, property offenses, and vice are covered, along with corporate, governmental, and organized crime. Changing patterns in the incidence of crime are considered.
Alternate years 3 *hours*

SOC 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.
Alternate years 3 *hours*

SOC 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society; analysis of contemporary marriage and family experience; societal resources for dealing with family problems.
3 *hours*

SOC 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined, along with various approaches to urban social planning and policy.
Alternate years 3 *hours*

SOC 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.
Alternate years 3 *hours*

SOC 341 SOCIOLOGY OF RELIGION

For description, see REL 341.
3 *hours*

SOC 374 SOCIAL RESEARCH PRINCIPLES

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and the requirements for effective communication and application of research. Also offered as POL 374.
Fall 3 *hours*

SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS

Techniques of data collection, evaluation research, statistical calculations (including descriptive and inferential statistics, as well as several measures of correlation) and computerized data analysis are presented and practiced in this course. Guidance in reviewing and writing research reports is provided. Also offered as POL 375.
Spring 3 *hours*

SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE

This course introduces students to the dynamics and, consequences of oppression. The first half of the course will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention may be given to those oppressed by race, ethnicity, culture, class, gender, sexual orientation, religion, and/or disablement. The second half of the course will look at strategies for social justice with regard to oppressed groups through movements for social change.
Spring 3 *hours*

SOC 431 SOCIAL STRATIFICATION

The functions of social inequality and the conditions of social justice are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of race and sex receive specific treatment.
Alternate years 3 *hours*

SOC 489 SOCIAL THEORY

A survey of the history of social thought, with particular emphasis on contemporary developments.
3 *hours*

SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites: SOC 374 and SOC 375.
Spring and Fall 3 *hours*

Social Work

SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services, as well as the history, mission, and philosophy of the social work profession. Students test out their interest in social work practice through the completion of 30 hours of volunteer work in a social welfare agency.
Fall, Spring, and Summer 3 *hours*

SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analyti-

cal framework to selected social policies. Requires a group project involving the analysis is of a major social policy. Prerequisite: SWK 241 and POL 100.
Spring and Summer *3 hours*

SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals. The development of professional communication skills is also emphasized. Prerequisites: SWK 241, SWK307 or SWK308.
Fall and Spring *3 hours*

SWK 305 GENERALIST PRACTICE WITH FAMILIES AND GROUPS

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and small groups and develop and test out skills in applying generalist interventive techniques to practice with families and groups. Consideration is given to adaptation of techniques to facilitate work with minority and ethnic families and groups. Prerequisite: SWK 241, SWK307 or SWK 308.
Spring *3 hours*

SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: COMMUNITY, CULTURAL, AND ORGANIZATIONAL ISSUES

Use of the systems framework for selecting and using knowledge relevant for social work practice. Emphasis on understanding the influence of organizations, communities, families, and groups on human behavior. Prerequisite: SOC 230; prerequisite or corequisite: SWK 241.
Fall; Summers of odd years *3 hours*

SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: LIFE CYCLE ISSUES

The social systems framework provides a structure within which life span development from conception to death is examined. Relationships among biological, social, psychological, and cultural systems are considered as they influence life span development. Also examines individual interaction with families, groups, organizations, and communities. Prerequisites: PSY 100, BIO 101, SOC 230, SWK 241, prerequisite or corequisite.
Spring; Summers of even years *3 hours*

SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential, and correlation statistics are introduced, and students practice application of evaluative research principles and statistics with appropriate computer software. Prerequisite: SWK 241.
Fall *3 hours*

SWK 310 EVALUATION OF SOCIAL WORK PRACTICE

Students design an evaluation of practice project and implement it in a social work practice setting. Students register for the course the semester prior to the social work field placement and complete the project in a social agency during the field placement. Prerequisites: SWK 241, SWK 309, prerequisite or corequisite.
Fall and Spring *1 hour*

SWK 401 GENERALIST PRACTICE WITH ORGANIZATIONS, COMMUNITIES, AND SOCIAL POLICY

The generalist model of social work practice is implemented in the context of organizations and communities. Students engage in a social policy project designed to develop knowledge and skills relevant for practitioners. Prerequisites: SWK 241, SWK 307 or SWK 308.
Fall *3 hours*

SWK 402-A SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisites: SWK 241, SWK 307, SWK 308, SWK 302, SWK 304, SWK 305, SWK 309, SWK 310; prerequisite or corequisite: SWK 401. Pass-fail grading only. Fee: $50.
Fall, Spring, and Summer *10 hours*

SWK 402-B SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting. Prerequisites: SWK 241, SWK 307, SWK 308, SWK 302, SWK 304, SWK 305, SWK 405B, SWK 309, SWK 310; prerequisite or corequisite: SWK 401; corequisite: SWK 403. Fee: $180.
Fall and Spring *10 hours*

SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for an integrated seminar, which assists in conceptualizing social work theory and ethics as they relate to social work practice. Written assignments are required to demonstrate integration of knowledge and practice. Prerequisites: SWK 241, SWK 302, SWK 304, SWK 305, SWK 307, SWK 308, SWK 309, SWK 310; prerequisite or corequisite: SWK 401; corequisite: SWK 402. Pass-fail grading only.
Fall, Spring, and Summer *2 hours*

SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, child welfare, and long-term care of the aged.

SWK 405-1 CHILD WELFARE

A study of children in contemporary society, with an emphasis on preparing professionals who serve children to relate to them with enlightened sensitivity to their problems and potential. Topics covered include adoptions, child abuse, child neglect, permanency planning, foster care, policies and programs to serve children's needs, children in poverty, and children in single-parent families.

Fall and Spring *3 hours*

SWK 405-2 SCHOOL SOCIAL WORK

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work.

3 hours

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for the special studies option.

m

COLLEGE DIRECTORY

THE CORPORATION, 1994

— *Officers*

JOHN E. WEEMS
President
C. ALLEN BURRIS
Vice President and Dean of the College
CHARLES E. TAYLOR, JR.
Vice President for Business and Finance
(also serves as treasurer)
LAROSE F. SPOONER
Vice President for Administrative Affairs
(also serves as secretary)
MURPHY M. OSBORNE
Vice President for Institutional Advancement
G. EUGENE BOYCE
General Counsel

BOARD OF TRUSTEES

— *Officers*

CLAUDE WILLIAMS
Chair
ROBERT LEWIS
Vice Chair
WAYNE EIDSON
Vice Chair, Buildings and Grounds
EARL POPE
Vice Chair, Development
GEORGE GRIFFIN
Vice Chair, Finance
MACK THOMPSON
Vice Chair, Instructional Programs
ALLEN BAILEY
Vice Chair, Personnel Matters
JEAN COOPER
Vice Chair, Student Development

— *Executive Committee*

CLAUDE WILLIAMS
Chair
ROBERT LEWIS
Vice Chair
BARBARA ALLEN
ALLEN BAILEY
FAYE BROYHILL
JANE BYRD
JEAN COOPER
WAYNE EIDSON
GEORGE GRIFFIN
BOBBY HARRELSON
HELEN HARRIS
EVERETT HENRY
NORMAN KELLUM
WILLIAM LAWRENCE
CRYSTAL LEATHERS
HUBERT LEDFORD
GEORGE McCOTTER
RUBY McSWAIN
DAVID PARNELL
GEORGE PERKINS
THEO PITT
EARL POPE
MACK THOMPSON
FRED WILLIAMS

— *Term Expiration 1994*

FAYE BROYHILL
Lenoir
GEORGE GRIFFIN
Havelock
HUBERT LEDFORD
Raleigh
ROBERT LEWIS
Raleigh
JUDITH POWELL
Enfield
FRED J. SMITH, JR.
Clayton
FRED STONE
Raleigh
HILTON TETTERTON, SR.
Atlantic Beach
GLENN WHITE
Rockingham

— *Term Expiration 1995*

JANE BYRD
Hillsborough

ROGERS CLARK
Clinton
JEAN COOPER
Winston-Salem
GEORGE McCOTTER
Lillington
RUBY McSWAIN
Sanford
ERNESTINE NEWMAN
Fayetteville
EARL POPE
Charlotte
MACK THOMPSON
Raleigh
CLAUDE WILLIAMS
Durham

— Term Expiration 1996

ALLEN BAILEY
Charlotte
CATHY BUTLER
Asheville
BRYAN CHESTNUTT
Durham
WAYNE EIDSON
Raleigh
BOBBY HARRELSON
Wrightsville Beach
CRYSTAL LEATHERS
Rockingham
DAVID PARNELL
Parkton
SYBIL POPE
Angier
FRED WILLIAMS
Greensboro

—Term Expiration 1997

BARBARA ALLEN
Raleigh
LUTHER BREWER
Cary
HELEN HARRIS
Raleigh
EVERETT HENRY
Lumberton
NORMAN KELLUM
New Bern
WILLIAM LAWRENCE
Sanford
COLLICE MOORE
Greenville
THEO PITT
Rocky Mount
MARY JON ROACH
Wendell

BOARD OF ASSOCIATES

— Officers

EUGENE M. LANGLEY, JR.
President
Raleigh
PAMELA M. RILEY
Vice President
Raleigh
DIANE BACON
Winston-Salem
BILL BROWN
Cary
LUANNE ROEBUCK BROWN
Raleigh
MADISON E. BULLARD
Raleigh
ROBIN HOWELL BURT
Huntersville
ELAINE BUXTON
Cary
SANDRA SAIN BYRD
Raleigh
SUSAN BURT CHERRY
Raleigh
JACK CLAYTON
Raleigh
BETSY COCHRANE
Advance
HOPE HOLDING CONNELL
Raleigh
HERB COX
Raleigh
KARIN CRAM
Raleigh
WILLIAM G. DAUGHTRIDGE, JR.
Rocky Mount
KENNETH D. DICKINSON
Raleigh
BOYD DIMMOCK
Raleigh
STUART DRISCOLL
Lumberton
HARRY L. EBERLY
Raleigh
LUCILLE LAWRENCE ELLIS
Cary

SAM EWELL
Enfield
JONI FAY WATTS FETTERMAN
Clinton
JOYCE FITZPATRICK
Raleigh
JANE CATE FOWLER
Zebulon
BARBARA GOODMAN
Raleigh
DOROTHY LOFTIN GOODWIN
Apex
ROBERT L. GUTHRIE
Raleigh
TERESA POSTON HARRISON
Raleigh
H. PARKS HELMS
Charlotte
MICHAEL V. HENDLEY
Sanford
H. ALEXANDER HOLMES
Raleigh
GROVER E. HOWELL
Weldon
KAY HUGGINS
Raleigh
MARIE DUNN INSCORE
Rocky Mount
ELAINE M. JONES
Raleigh
RAYMOND S. KESTLER
Raleigh
EUGENE M. LANGLEY, JR.
Raleigh
WILLIAM G. LAWRENCE
Sanford
DAWN POWELL LOWDEN
Raleigh
MABEL CLAIRE HOGGARD MADDREY
Raleigh
RICHARD G. McCARTY
Raleigh
ROBERT L. McMILLAN, JR.
Raleigh
CAROLYN OSBORNE
Raleigh
BARBARA BULLARD PAGE
Raleigh
CAROL A. PONTIS
Charlotte
CAROLINE T. POWELL
Charlotte
INA MAE BYRD POWELL
Fuquay-Varina
FOREST PULLEY
Raleigh
MICHELLE RICH
Raleigh
PAMELA M. RILEY
Raleigh
FRANK E. ROBERTS
Charlotte
VIRGINIA LANCASTER ROBERTSON
Rocky Mount
JOYCE McINTYRE RUDISILL
Charlotte
CINDY SCHNEIDER
Raleigh
RONALD V. SHARPE
Raleigh
JACK STANCIL
Raleigh
JIM TAYLOR
Raleigh
BRENT WELLS
Cary
MELISSA STEWART WOODELL
Sanford
STEPHEN K. ZAYTOUN
Cary

—***Advisory Council***

DAVE BENEVIDES
RTP
THACK BROWN
RTP
FRANK DANIELS III
Raleigh
DAN DAVIES
Raleigh
HOWARD EDWARDS
Raleigh
J. RICHARD FUTRELL, JR.
Raleigh
DAVE HEINL
Raleigh
KARL HUDSON III
Raleigh
PHILLIP J. KIRK, JR.
Raleigh
R. DAVID LANE
Raleigh
CAROLYN SPERRY LEITH
Raleigh
BOB LUDDY
Youngsville
THOMAS H. McGUIRE, JR.
Raleigh

CHUCK OLSEN
Raleigh
WALTYE RASULULA
Raleigh
JAMES A. RISHER
Raleigh
C. ED VICK, JR.
Raleigh
STEVE ZELNAK
Raleigh

ALUMNAE ASSOCIATION

— Officers 1993-94
(Date following name indicates year of graduation)

MARY JON GERALD ROACH, 1956
President
Wendell
CINDY GRIFFITH McENERY, 1970
President Elect
Raleigh
MONA HORTON DEAN, 1958
Secretary
Clayton
LOIS EDINGER, 1945
Past President
Greensboro
ELIZABETH TRIPLETT BEAM, 1972
Vice President for Programs
Raleigh
VIRGINIA GENTRY PARKER, 1983
Vice President for Gifts
Raleigh
PATRICIA LEWIS WEST, 1984
Vice President for Outreach
Raleigh

— Directors-at-Large

ELEANOR CLARK ADCOCK, 1957
Fuquay-Varina
ROBIN REICH BABB, 1979
Raleigh
CHRISTIE BISHOP BARBEE, 1983
Raleigh
PAM FAISON BREWER, 1974
Roxboro
MARY STUART PARKER BROOKS, 1971
Charlotte
YVETTE BROWN, 1990
Philadelphia, PA.
MARTHA BONE CROW, 1958
Eden
ZONA CARAWAN NORWOOD, 1965
Carrboro
LEE BETTS PERRY, 1983
Wake Forest
JESSIE MARKERT RIVERS, 1971
Edenton
HELEN CANADAY SIMMS, 1940
Richmond, VA.
JEANNE COLEMAN VON LEHMDEN, 1987, MBA 1992
Greenville

— Trustee Representative

JEAN BATTEN COOPER, 1954
Winston-Salem

FACULTY, 1993-94

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

ALAN I. AMMANN, D.B.A.. (1990)
Associate Professor of Business
B.S., M.B.A., D.B.A., Mississippi State University.

LYN G. AUBRECHT, Ph.D. (1974)
Professor of Psychology
A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (1984)
Associate Professor of Art
B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

RUTH BALLA, M.S. (1987)
Director of Academic Computing and Instructor of Computer Science
B.S., Wilkes College; M.S., North Carolina State University.

MAUREEN BANKER, M.A. (1984)
Instructor of Art
A.B., Meredith College; M.A., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

VERGEAN R. BIRKIN, A.M. (1963)
Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)
Professor of Social Work
A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)
Associate Professor of Business
B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, Ph.D. (1966)
Associate Professor of Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

CYNTHIA BROSS, Ph.D. (1981)
Associate Professor of Health and Physical Education
B.S., M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CAROL BROWN, M.S. (1984)
Assistant Professor of Physical Education
B.S., Colorado State University; M.S., Smith College.

LORI ANN BROWN, Ph.D. (1992)
Assistant Professor of Sociology
B.A., University of Louisville; M.A., Temple University; Ph.D.

MARTHA BURPITT, Ph.D. (1991)
Assistant Professor of Home Economics
B.F.A., M.F.A., Ph.D., University of Georgia.

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College
Professor of History and Politics
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

MELINDA CAMPBELL, M.S. (1992)
Instructor of Physical Education
B.S., Gardner-Webb College; M.S., Indiana University.

MARIE CHAMBLEE, Ph.D. (1977)
Associate Professor of Health and Physical Education
B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

V. GLENN CHAPPELL, Ph.D. (1991)
Associate Professor of Business
B.S., North Carolina State University; Ph.D., University of Tennessee.

KATHRYN CLARK, Ph.D. (1992)
Assistant Professor of Home Economics
B.S., M.S., Ph.D., UNC-Greensboro.

MARGARET B. CLARY, M.Ed. (1989)
Instructor of Education
B.S., M.Ed., Meredith College.

GWENDOLYN CLAY, Ph.D. (1985)
Associate Professor of Education
B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)
Professor of Music
A.B., Elon College; M.S., Juilliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)
Professor of Religion
A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; postdoctoral research, Yale University.

ROBIN COLBY, Ph.D. (1988)
Assistant Professor of English
A.B., Meredith College; A.M. North Carolina State University; Ph.D., Duke University.

ALYSON W. COLWELL, M.F.A. (1984)
Assistant Professor of Dance
B.S., Pennsylvania State University; M.F.A., Arizona State University.

JACQUES COMEAUX, Ph.D. (1983)
Associate Professor of Foreign Languages
A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

JOHN W. CREAGH, Ph.D. (1984)
Associate Professor of Speech
A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

JAMES C. CREW, Ph.D. (1990)
Associate Professor of Business
B.S., M.Econ., Ph.D., North Carolina State University.

ANNE DAHLE, M.Ed. (1972)
Director of Re-Entry Program
A.B., Meredith College; M.Ed., North Carolina State University.

CHARLES A. DAVIS, Ph.D. (1967)
Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

CYNTHIA EDWARDS, Ph.D. (1991)
Assistant Professor of Psychology
A.B., Wake Forest University; A.M., Ph.D., University of North Carolina at Chapel Hill.

ANNIE B. ELLIOTT, A.M. (1990)
Assistant Professor of Dance
A.B., Mary Washington College of the University of Virginia; A.M., University of California, Los Angeles.

DIANE R. ELLIS, Ph.D. (1982)
Associate Professor of Home Economics
A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

SARAH ENGLISH, Ph.D. (1979)
Professor of English
A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

LINDA FITZ-SIMONS, M.S. (1988)
Assistant Professor of Art
A.B., Meredith College; M.S., University of North Carolina at Greensboro.

JAMES C.B. FOGLE, Ph.D. (1977)
Professor of Music
A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

CLYDE C. FRAZIER, Ph.D. (1982)
Associate Professor of Politics
A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

JANET L. FREEMAN, M.L.S., (1984)
College Librarian
A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College.

PHYLLIS W. GARRISS, Mus.M. (1951)
Associate Professor of Music
A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

ROSALIE P. GATES, Ph.D. (1965)
Associate Professor of History
A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)
Mary Lynch Johnson Professor of English
A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

ELLEN B. GOODE, Ed.D. (1976)
Professor of Home Economics
B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

ELOISE GRATHWOHL, Ph.D. (1990)
Assistant Professor of English
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

BLUMA GREENBERG, A.M. (1976)
Assistant Professor of Art
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

LARRY L. GRIMES, Ph.D. (1981)
Associate Professor of Biology
B.S., M.S., Ph.D., North Carolina State University.

CAROLYN B. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Meredith College; M.A.T., Duke University; Ph.D., North Carolina State University.

FRANK L. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

JOSEPHINE GUGLIELMI, Ph.D. (1987)
Assistant Professor of Mathematics
A.B., Duke University; M.S., Ph.D., North Carolina State University.

SANDRA HANNER, M.B.A. (1987)
Instructor of Business
B.S., University of North Carolina at Chapel Hill; M.B.A., Meredith College.

KAREN HASSETT, Ph.D. (1987)
Assistant Professor of Chemistry
B.S., University of North Carolina at Charlotte; Ph.D., University of Illinois.

CARL HATCHELL, M.A.T. (1988)
Assistant Professor of Physical Education
B.S., Mars Hill College; M.A.T., University of North Carolina at Chapel Hill.

ELAINE H. HATHOR, M.F.A. (1982)
Associate Professor of Art
B.F.A., University of North Carolina at Greensboro; M.F.A., University of Georgia.

LEE HEATHCOAT, M.Ed. (1989)
Instructor of Education
B.S., Southwestern State University; M.Ed., N.C. State University.

DAVID HEINING-BOYNTON, Ph.D. (1989)
Associate Professor of Psychology
A.B., University of South Florida; A.M., Ph.D., Ohio State University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

R. JOHN HUBER, Ph.D. (1974)
Professor of Psychology
A.B., Kent State University; M.A., University of Vermont; Ph.D., University of New Hampshire.

JEAN JACKSON, Ph.D. (1983)
Associate Professor of English
A.B., Meredith College; A.M., Ph.D. University of Illinois.

JAMES R. JOHNSON III, Ph.D. (1979)
Associate Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)
Dean of the John E. Weems Graduate School and Continuing Education
Professor of Education
A.B., A.M., Western Carolina University; Ed.D., Duke University.

SUE E. KEARNEY, A.M. (1966)
Director of Admissions
A.B., Meredith College; A.M., Wake Forest University.

JOHN W. KINCHELOE, III, A.M. (1985)
Media Specialist
A.B., University of Richmond; A.M., University of Virginia.

CHERYL KIRK-DUGGAN, Ph. D. (1993)
Assistant Professor of Religion
A.B., University of Southwestern Louisiana; M.M., University of Texas; M. Div., Austin Presbyterian Theological Seminary; Ph.D., Baylor University.

VIRGINIA KNIGHT, Ph.D. (1987)
Professor of Mathematics
A.B., DePauw University; A.M., Ph.D., University of Oregon.

VIVIAN KRAINES, Ph.D. (Spring 1979)
Professor of Mathematics
A.B., Ph.D., University of California.

JEROD KRATZER, Ph.D. (1986)
Associate Professor of Education
B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

MALCOM LACKEY, M.B.A., C.P.A. (1989)
Instructor of Business
B.S., M.B.A., Plymouth State College.

RAFAEL LARA-MARTINEZ, D.E.A. (1991)
Assistant Professor of Foreign Languages
Licenciatura, Mexico; D.E.A., Sorbonne, Paris; post-doctoral study, University of North Carolina at Chapel Hill.

CHARLES P. LEWIS III, Ph.D. (1980)
Associate Professor of Chemistry
B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

ROSE J. LIPPARD, M.B.A., J.D. (1989)
Instructor of Business
A.B., Meredith College; M.B.A., American University; J.D., George Washington University.

W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

NAN MILLER, A.M. (1986)
Instructor of English
A.B., Wake Forest University; A.M., North Carolina State University.

CARRIE NICHOLS, M.L.S. (1994)
Catalog Librarian
A.B., M.L.S., North Carolina Central University.

MICHAEL NOVAK, Ph.D. (1987)
Assistant Professor of History
A.B., Denison University; A.M., Ph.D., Harvard University.

REBECCA J. OATSVALL, Ph.D. (1984)
Professor of Business
B.S., M.Acc., Ph.D., University of South Carolina.

JULIA M. O'BRIEN, Ph.D. (1989)
Assistant Professor of Religion
A.B., Wake Forest University; M.Div., Ph.D., Duke University.

MURPHY OSBORNE, Ed.D. (1988)
Vice President for Institutional Advancement
B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

ALLEN F. PAGE, Ph.D. (1973)
Dean of Undergraduate Instruction and Registrar
Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)
Associate Professor of Music
A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

DAVID PARKER (1993)
Visiting Lecture of Art
A.A., Campbell University; A.B., M.F.A. East Carolina University.

WETONAH PARKER, Ed.D. (1993)
Assistant Professor of Education
B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

BRENT A. PITTS, Ph.D. (1981)
Associate Professor of Foreign Languages
A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Superieure de Commerce de Lyon.

DOROTHY K. PRESTON, Ph.D. (1961)
Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
Associate Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)
Assistant Professor of Foreign Languages
A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

MARTINE REY, Ph.D. (1991)
Assistant Professor of Foreign Languages
M.A., University of Tubingen, Germany; M.A., Northern Arizona University; Ph.D., University of North Carolina at Chapel Hill.

CAROLEIGH ROBINSON, M.F.A. (1987)
Instructor of Art
B.F.A., Maryland Institute College of Art; M.F.A., University of North Carolina at Chapel Hill.

CATHERINE B. RODGERS, M.F.A. (1988)
Assistant Professor of Speech and Theatre
A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

JUDITH SCHUSTER, M.S.L.S. (1980)
Assistant Reference Librarian
A.B., M.S.L.S., University of North Carolina at Chapel Hill.

SHERRY SHAPIRO, Ed.D. (1989)
Assistant Professor of Dance
A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

REGINALD B. SHIFLETT, Ph.D. (1978)
Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Assistant Professor of Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A. (1982)
Assistant Professor of Business
B.S., Southwest Missouri State University; M.B.A., University of Dayton.

DOROTHY J. SIZEMORE, A.M. (1980)
Dean of Students
A.B., William Jewell College; A.M., Georgetown College.

DEBORAH K. SMITH, Ph.D. (1985)
Associate Professor of Biology
B.A., Vanderbilt University; Ph.D., University of Virginia.

CHERYL SOUTHWORTH, Ph.D. (1990)
Assistant Professor of Education
A.B., SUNY-Genesco; A.M., New School for Social Research; Ph.D., University of North Carolina at Chapel Hill.

DONALD SPANTON, Ph.D. (1983)
Irving H. Wainwright Professor of Business
B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

THERESA SPENCER, Ph.D. (1987)
Associate Professor of Business
A.B., M.Econ., Ph.D., North Carolina State University.

LAROSE F. SPOONER, Ed.D. (1967)
Vice President for Administrative Affairs
and Executive Assistant to the President
A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

SUSAN SQUIRES, M.S.L.S. (1988)
Reference Librarian
A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, Ed.D. (1965)
Professor of Home Economics
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W. (1973)
Professor of Social Work
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

JANICE C. SWAB, Ph.D. (1992)
Visiting Professor of Biology
B.S. Appalachian State University; M.S., Ph.D., University of South Carolina

BETTINA G. TAYLOR, Ph.D. (1989)
Assistant Professor of Home Economics
Prediploma, Justus Liebig Universitaet, Federal Republic of Germany; M.S., Ph.D., Kansas State University.

CHARLES TAYLOR, Jr., M.B.A. (1983)
Vice President for Business and Finance
B.S., M.B.A., East Carolina University.

LOUISE TAYLOR, Ph.D. (1978)
Professor of English
A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

MARY L. THOMAS, Ph.D. (1982)
Associate Professor of Foreign Languages
A.B., Ohio University; A.M., Ph.D., University of Michigan; postdoctoral study, University of North Carolina at Chapel Hill.

DEBORAH TIPPETT, Ph.D. (1987)
Associate Professor of Home Economics
B.S., M.S., Ph.D., University of North Carolina at Greensboro.

BARBARA TRUE-WEBER, Ph.D. (1988)
Assistant Professor of Politics
A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Professor of Music
A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)
Associate Professor of Religion and Philosophy
A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

DOUGLAS J. WAKEMAN, Ph.D. (1984)
Associate Professor of Business
A.B., Ph.D., University of North Carolina at Chapel Hill.

EDWARD M. WALLER, M.S. (1986)
Technical Services Librarian
A.B., Wake Forest University; A.M., Duke University; M.S., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)
Associate Professor of English
A.B., A.M., Ph.D., University of Virginia.

BETTY WEBB, Ph.D. (1971) (1974)
Professor of English
A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

JOHN EDGAR WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

ELIZABETH A. WEIR, Ed.D. (1988)
Assistant Professor of Education
B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

SUSAN B. WESSELS, M.B.A., C.P.A.(1978)
Assistant Professor of Business and Economics
A.B., Grove City College; M.B.A., DePaul University.

ELLEN WILLIAMS, D.M. (1992)
Associate Professor of Voice
A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

BURGUNDE WINZ, Ph.D. (1978)
Professor of Foreign Languages
A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

ELIZABETH D. WOLFINGER, Ph.D. (1992)
Assistant Professor of Biology
B.S., Liberty University; Ph.D., North Carolina State University.

RHONDA M. ZINGRAFF, Ph.D. (1979)
Professor of Sociology
B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

ADJUNCT FACULTY, 1993-94

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

BETTY ADCOCK (1983)
Writer-in-Residence

KAREN ALLRED, Mus.M. (1989)
Music
Mus.B., Meredith College; Mus.M., University of North Carolina at Chapel Hill.

SUZANNE ANDRON, M.L.A. (1988)
Home Economics
B.S., Pratt Institute; M.L.A., North Carolina State University.

MARTY BAIRD (1992)
Art

DEBRAH BARISH, M.Ag. (1990)
Home Economics
B.S., M.Ag. University of Florida.

LUCILLE BEACON (1994)
(field)
(degrees)

RICHARD BEATTY, M.F.A. (1989)
Art
B.S., East Carolina University; M.Ed., University of North Carolina at Greensboro.

PATRICK BEGGS, M.For. (1994)
Biology
B.S., Rutgers University; M.For., North Carolina State University

PAUL BITTING, Ph.D. (1994)
Education
B.S., North Carolina Central University; M.A., St. Johns College; M.S., Barauch College; M.A., Ph.D., University of North Carolina at Chapel Hill.

LISA BLACKLEDGE, M.M. (1990)
Music
Mus.B., University of Wisconsin at Madison; Mus.M., University of North Carolina at Chapel Hill.

MARY STIVERS BRAINARD, M.S. (1986)
Home Economics
B.S., Iowa State University; M.S., Purdue University.

VICKIE BRINKLEY, (1993)
Home Economics
B.S., M.S., Ph.D., University of North Carolina at Greensboro.

SUZANNE BRITT, A.M. (1987)
English
A.B., Salem College; A.M., Washington University.

CAROLYN BROCKWELL, M.M.E. (1989)
Music
Mus.B., Converse College; M.M.E., George Peabody College for Teachers.

MARY K. BROWN, M.A.
Art
M.A., University of St. Andrews.

WILDA ESKEW BROWN, Mus.M. (1989)
Music
A.B., Berea College; Mus.M., Meredith College.

ELENI BUNN (1994)
Physical Education

L.D. BURRIS (1993)
Dance

CATHERINE CHARLTON, Mus.M. (1987)
Music
B.M., Trinity University; Mus.M., Ohio State University.

DONNA CLARK (1994)
Physical Education

ROD COCKSHUTT, A.B. (1988)
English
A.B., Washington and Lee University.

NELVIN E. COOPER, M.Ed. (1990)
Physical Education
B.S., Elon College; M.Ed., University of North Carolina at Chapel Hill.

JOSE CORNEJO, Ph.D. (1993)
Physical Education

FRANCIE CUFFNEY, Ph.D. (1993)\
Biology
A.B., Oberlin College; M.S., University of Louisiana; Ph.D., University of Georgia.

LINDA DALLAS (1993)
Art

ANITA DANIELS, M.S.W. (1991)
Social Work
B.S.W., East Carolina University; M.S.W., University of North Carolina at Chapel Hill.

ALICE W. DAUGHERTY, Mus.B. (1971)
Music
Mus.B., Lawrence College; Mus.M., Meredith College; additional study, Juilliard School of Music.

JAN DAVIS (1994)
Art

CHRISTOPHER DEANE, M.M. (1990)
Music
Mus.B., North Carolina School of the Arts; Mus.M., University of Cincinnati.

MARY KAY DELANEY, Ed.M. (1994)
Education
Teaching Certificate, Boston University; A.B., George Washington University; Ed.M., Harvard University.

JEANNE DIEHL-SHAFTER (1994)
Home Economics

JANET DOPLER, Mus.M. (1988)
Music
Mus.B., Mus.M., Meredith College.

SUZANNE DORSEY, M.A. (1992)
Education
B.S., University of Missouri; M.A. Bradley University.

BROCK W. DOWNWARD, D.M.A. (1976)
Music
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

DOROTHY DUBOSE (1994)
Sociology

JUDY DUNSON, A.B. (1985)
Music
A.B., Meredith College.

ERIK DYKE, M.M. (1990)
Music
Mus.B., Mus.M., University of Michigan.

DON EAGLE (1986)
Music
Undergraduate study, University of North Carolina at Chapel Hill; private study.

JUDY ELLIS, M.Div. (1991)
Religion
A.B., Meredith College; M.Div., Southeastern Baptist Theological Seminary.

DOREEN FAIRBANK, Ed.D. (1991)
Psychology
A.B., M.A., Rutgers University; Ed.D., University of Alabama.

BETTY JO FARRINGTON, A.B. (1969)
Music
A.B., Meredith College.

MICHAEL FELDSTEIN (1994)
Psychology

SUSAN FINCH, A.B. (1989)
Music
A.B., Mary Baldwin College.

MICHELLE F. FLEMING, B.S. (1989)
Physical Education
B.S., Meredith College.

JANE S. GABIN (1993)
English
A.B., Queens College of the City University of New York; M.A., Ph.D., University of North Carolina at Chapel Hill.

MARGARET E. GARRISS, Mus.M. (1989)
Music
Mus.B., Meredith College; Mus.M., Meredith College.

ELIZABETH GILLELAND, Ph.D.(1990)
Psychology
A.B., Furman University; M.S., Ph.D., North Carolina State University.

JIMMY GILMORE (1994)
Music

JOHN W. GIVVINES, B.S. (1975)
Art
B.S., Western Carolina University.

STEPHEN GORASON, Ph.D. (1993)
Religion

JEFFREY HALLETT (1994)
Business

PAMELA HALVERSON
Music

CAROLYN HAPPER, Ph.D. (1986)
History
A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill.

KATHY HELLER (1994)
Home Economics

JACKIE HOLCOMBE, M.M. (1993)
Music
B.M., Furman Music University; M.M., Georgia State University.

VIRGINIA HOLTHAUSEN (1993)
Music

LAUREE P. HOLLIDAY, M.S. (1989)
Home Economics
A.B., Meredith College; M.S., Virginia Polytechnic Institute and State University.

WILLIAM HOUGHTALING, A.B. (1992)
Computer Science
A.B., Wittenburg University.

VIRGINIA HUDSON, Mus.B. (1981)
Music
Mus.B., University of Texas; graduate study, Meredith College, North Carolina School of the Arts.

JOHN HUGGARD, J.D. (1986)
Business
A.B., J.D., University of North Carolina at Chapel Hill.

JENNIFER JANKE-ROBINSON, Mus.M. (1988)
Music
B.M.E., Western Michigan University; Mus.M., Florida State University.

BRENDA O. JOHNSTON, Ed.D. (1986)
Business
A.B., M.S., Ed.D., North Carolina State University.

DONNA G. JOLLY, Mus.B. (1989)
Music
Mus.B., East Carolina University; graduate study, Meredith College.

ALICE JONES (1994)
Mathematics

JEANE JOYNER, A.M. (1990)
Education
A.B., Mary Baldwin College; A.M., North Carolina Central University.

DeANN JUDGE, A.M. (1990)
Sociology
A.B., University of Kansas; A.M., University of North Carolina at Chapel Hill.

TERRY KAUFFMAN, A.M.
Speech
A.B., University of California at Berkeley; A.M., University of Texas at Austin.

NANA KHIZANISHVILI, Ph.D. (1993)
Visiting Lecturer of Foreign Languages
Ph.D., Moscow State University.

MICHAEL KISSINGER, D.M.A. (1991)
Music
Mus.B., University of North Carolina at Greensboro; Mus.M., Michigan State University; D.M.A., Eastman School of Music.

DONNA KOCUR, M.Ed. (1994)
Education
B.S., Pennsylvania State University; M.Ed., Meredith College.

ANDREA LANE (1994)
Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., Meredith College.

GAIL LIGHTFOOT, M.S. (1993)
Home Economics
B.F.A., Syracuse University; M.E., Bowling State Green University

TOM LOHR, Mus.M. (1979)
Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

PENELOPE NEWTON LONG, Ph.D. (1991)
Speech
A.B., A.M., University of North Texas; Ph.D., Illinois State University.

PATRICIA LYNCH (1994)
Home Economics

LINDA McDONALD (1993)
Biology

MAUREEN McGREGOR, A.M. (1986)
English
A.B., University of Leeds; A.M., North Carolina State University.

RICHARD McKEE, Ph.D. (1988)
Music
Mus.B., Birmingham-Southern College; Mus.B., Mus.M., Manhattan School of Music; A.M., Ph.D., University of North Carolina at Chapel Hill.

JULIA MACK, Ph.D. (1988)
Foreign Languages
B.A., University of Puerto Rico; M.A., University of Southern Californa; Ph.D., University of Puerto Rico.

BARBARA MARKOWITZ, M.A. (1994)
Education
B.A., University of Rochester; M.A., Columbia University.

ROBERT MAYNARD (1993)
Biology

MANLEY MIDGETT, M.S. (1987)
Education
B.S., M.S., University of North Carolina at Chapel Hill.

LINDA MOORE, A.B. (1993)
Education
A.B., University of North Carolina at Chapel Hill.

GEORGIA MUELLER (1994)
Home Economics

PAMELA W. NELSON, Mus.B. (1977)
Music
Mus.B., Southern Illinois University.

JILL NEWSOME, M.C.M. (1992)
Music
B.M.E., Shorter College; M.C.M., Southern Baptist Theological Seminary.

SUZANNE NEWTON, A.B. (1982)
Writer-in-Residence
A.B., Duke University.

PHYLLIS O'HARA (1993)
Mathematics

ANN ORTIZ, A.M. (1991)
Foreign Languages
A.B., East Carolina University; A.M., University of Arizona.

KATHY OSBORNE, M.S.S.A. (1993)
Social Work
A.B., Huam College; M.S.S.A., Case Western Reserve University.

MARTA PARTRIDGE, Mus.B. (1981)
Music
Mus.B., New England Conservatory.

TERRY PATRIKIS, Mus.M. (1992)
Music
Mus.B., University of Alabama; Mus.M., University of North Carolina at Chapel Hill.

MICHELLE E. PIETTE, M.S. (1989)
Physical Education
B.S., M.S., University of Wisconsin at LaCross.

CLAIRE POOLE, A.B. (1994)
Education
A.B., Erskine College.

RANDY PUETT (1992)
Physical Education

MALISSA RALEY, B.M. (1992)
Physical Education
B.M., Meredith College.

LISA RANDOLPH, Mus.M. (1992)
Music
Mus.B., University of North Carolina at Chapel Hill.

MARY RAWLINGS (1993)
Sociology

CAROL RICHARD, A.M. (1989)
Dance
A.B., A.M., University of Michigan at Ann Arbor.

NANCY RIVA-PALACIO, A.M. (1979)
Music
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris; additional study, University of North Carolina at Chapel Hill, Meredith College.

LAURA ROGERS, Ph.D. (1992)
Education
B.S., M.Ed., Southwestern Oklahoma State University; Ph.D., University of Oklahoma.

LOU ROSSER, A.M. (1991)
English
A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

MARY ROWLAND (1994)
Speech

LALCHAND SHIMPI, A.M. (1991)
Computer Science
B.Sci., Science College, Delhi, India; M.Sci., University of Poora, India; A.M., University of Massachusetts at Boston; A.M., University of Massachusetts at Amherst.

VIRGINIA SICKBERT, Ph.D. (1990)
English
A.B., Colorado College; A.M., Boston College, Ph.D., SUNY at Stonybrook.

TAMMY SIMON (1993)
Mathematics

RACHEL SMITH, Th.M. (1987)
Religion
A.B., Meredith College; M.Div., Th.M., Southeastern Baptist Theological Seminary.

REBEKAH SMITH (1993)
Foreign Languages

MARY FRANCES SPENCER, A.B. (1994)
Education
A.B., Meredith College.

GEORGIA SPRINGER (Spring 1992)
Art

WAYNE STAATS, M.S. (1993)
Computer Science
B.S., Westminster College; M.S. North Carolina State University.

EDYTHE STANISLAW, M.S. (1985)
Mathematics
A.B., Geneva College; M.S., Oklahoma State University.

HENRY M. STEELE, Ph.D. (1991)
Business
B.S., A.M., University of Missouri; Ph.D., Indiana University.

ANGELA STEPHENSON, Mus.M. (1992)
Music
Mus.B., Mus.M., Meredith College.

EDWARD STEPHENSON, Mus.B. (1987)
Music
Mus.B., North Carolina School of the Arts.

FRANK B. STEVENSON, M.I.M. (1991)
Business
B.A., University of Florida; M.I.M., American Graduate School of International Management.

CORNELIUS SWART (1993)
Education

ISABEL TERRY (1994)
Sociology

JANE TERRY, M.F.A. (1993)
Art
B.F.A., University of North Carolina at Chapel Hill; M.F.A., Tyler School of Art.

SALLY ZEIGLER THOMAS, Mus.M. (1983)
Music
Mus.B., Meredith College; Mus.M., Ohio State University.

CHRISTINE THOMSON, Ed.S. (Spring 1993)
Education
B.A., M.L.S., University of Texas at Houston; Ed.S., Indiana University.

BONNIE TORGERSON, M.Ed. (1993)
Education
A.B., Webster College; M.Ed. Duke University.

KRISTEN TURNER, M.M. (1992)
Music
Mus.B., University of North Carolina at Greensboro; M.A., Eastman School of Music of the University of Rochester.

MARY UMSTEAD (1994)
Art

ANDREA M. WEAVER, B.S. (1992)
Chemistry and Physical Science
B.S., Rutgers University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)
Education
A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

LEDA YAGER, Mus.M. (1992)
Music
Mus.B., Mus.M., Indiana University.

FACULTY EMERITI

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

HELENA W. ALLEN, M.Ed. (1952)
Assistant Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)
Associate Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)
Vice President for Administrative Affairs
A.B., Mississippi College.

CLARA R. BUNN, Ph.D. (1969)
Professor of Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)
Professor of Religion
A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

JANE G. DEESE, A.M. (1945)
Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

HARRY K. DORSETT, A.M. (1941)
Associate Professor of Education
A.B., Wake Forest University; A.M., Columbia University; graduate study, George Peabody College.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

LOIS FRAZIER, Ed.D. (1954)
Professor of Business
B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

KAY ANN FRIEDRICH, M.P.H. (1967)
Instructor of Home Economics
B.S., Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study,Colorado Seminary, University of North Carolina at Chapel Hill.

ELLEN M. IRONSIDE, Ph.D. (1983)
Dean of Continuing Education
A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)
Instructor of English
A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)
Director of Career Services
A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)
Mary Lynch Johnson Professor of English
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)
Professor of Foreign Languages
A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)
Professor of Foreign Languges
A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
Professor of History
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)
Professor of Psychology
A.A., Campbell College; A.B., Meredith College; A.M.,

Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)
Professor of Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)
Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)
Director of Alumnae Affairs
A.B., Meredith College.

DOROTHY QUICK, B.S. (1970)
Circulation Librarian
B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)
College Editor and Director of Publications
A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)
Professor of English
A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

EVELYN SIMMONS, M.S. (1962)
Associate Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)
Assistant Professor of Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)
Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)
Adjunct Instructor of Music
A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)
Faculty Secretary
A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

— *Office of the President*

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, Ed.D. (1967)
Vice President for Administrative Affairs
and Executive Assistant to the President

JOE R. BAKER, A.B. (1966)
Assistant to the President

CAROLYN C. ROBINSON, A.B. (1958)
College Historian

SHARON H. WOODLIEF, A.B. (1972)
Administrative Secretary

MARTHA C. HARRELL (1979)
Administrative Secretary

— *Administrative Affairs*

Office of the Vice President for Administrative Affairs
LaROSE F. SPOONER, Ed.D. (1967)
Vice President

Admissions
SUE E. KEARNEY, A.M. (1966)
Director

CAROL R. KERCHEVAL, M.Ed. (1994)
Associate Director

VANESSA GOODMAN, A.B. (1989)
Assistant Director

GRETCHEN M. SOLOMON, A.B. (1991)
Assistant Director

RAE-ANNE CARON, A.B. (1993)
Admissions Counselor

MARY B. GARCIA, A.B. (1993)
Admissions Counselor

MARIBETH C. CULLOM, A.B. (1989)
Records Manager

DIANE SHAPIRO, A.A.S. (1993)
Secretary to the Director

GLENDA J. HOFFMAN (1986)
Admissions Secretary

PHYLLIS R. MINCEY, M.R.E. (1988)
Admissions Secretary

JAMIE B. O'BRIANT, A.B. (1993)
Processing Assistant

College Communications

JEANNIE S. MORELOCK, B.A. (1988)
Director

STEPHEN L. MOSLEY, B.A. (1992)
Publications Manager

GENA M. SALMON, B.A. (1993)
Publications Specialist

LAURA M. DAVENPORT, B.A. (1991)
Communications Assistant

JOANNE COTA (1987)
Office Manager

Scholarships and Financial Assistance

ELIZABETH McDUFFIE, B.S. (1993)
Director

CAROL SANDERSON (1990)
Assistant Director

JAXIE MORTON, A.A.S. (1993)
Secretary

— *Academics*

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)
Administrative Secretary

MARGARET BALLARD (1988)
Departmental Assistant

LINDA BATDORFF (1990)
Departmental Assistant

PAMELA BENKE (1994)
Departmental Assistant

DOTTY LOU GANDY (1979)
Departmental Assistant

KATHERINE GOOLSBY (1992)
Departmental Assistant

CLETA JOHNSON (1988)
Departmental Assistant

HEIDI LIVELY (1992)
Departmental Assistant

NELL MegLAUGHLIN (1985)
Departmental Assistant

ALYCE PARKER-TOWNSEND (1986)
Departmental Assistant

NANCY M. SAUNDERS (1985)
Departmental Assistant

DEBORAH SLOAN (1993)
Departmental Assistant

Office of the Registrar

ALLEN F. PAGE, Ph.D. (1973)
Dean of Undergraduate Instruction and Registrar

SUE TODD, A.B. (1968)
Associate Registrar

MARJORIE NEWLIN (1989)
Assistant Registrar

SALLY CAMPBELL (1989)
Records Secretary

REBECCA COBLE (1989)
Records Secretary

LAURA JONES (1992)
Records Secretary

ALYCE TURNER (1993)
Records Secretary

Library

JANET L. FREEMAN, M.L.S. (1984)
College Librarian

EDWARD M. WALLER, M.S.L.S. (1986)
Technical Services Librarian

SUSAN SQUIRES, M.L.S. (1988)
Reference Librarian

JOHN W. KINCHELOE III, M.A. (1985)
Media Specialist

JUDITH L. SCHUSTER, M.S.L.S. (1980)
Assistant Reference Librarian

CARRIE ALLEN NICHOLS, M.L.S. (1993)
Catalog Librarian

DIANA McCLUNG (1987)
Circulation Supervisor

CYNTHIA L. BOWLING, B.F.A. (1990)
Cable Administrator

ALICE McNEIL (1976)
Library Assistant, Technical Services

GERALDINE SARGENT (1978)
Secretary

MARGARET SEXTON (1975)
Library Assistant, Technical Services

FRANCES HANNAH LEE (1977)
Library Assistant, Technical Services

CAROL SMITH, M.M. (1981)
Library Assistant, Music Library

C. RICHARD McBANE, JR. (1986)
Library Assistant, Media Services

CHRISTIE LEE (1990)
Library Assistant, Circulation

DONNA GARNER (1990)
Library Assistant, Technical Services

Continuing Education
MARY S. JOHNSON, Ed.D. (1980)
Dean of Continuing Education

SANDRA C. CLOSE, A.B. (1986)
Director, Re-Entry Program

E. PAGE POTTER, J.D. (1987)
Director, Legal Assistants Program

MADRA BRITT, M.Ed. (1988)
Director, Enrichment Program

MARGARET CLARY, M.Ed. (1989)
Assistant Director, Re-Entry Program

SHARON L. GALECKI, A.A.S. (1990)
Adminstrative Assistant, Re-Entry Program

PEGGY ABERNATHY (1993)
Administrative Assistant, Enrichment and Legal Assistants Program

SLYVIA HACKETT (1994)
Receptionist/Office Assistant

Graduate Studies
MARY S. JOHNSON, Ed.D. (1980)
Dean of the John E. Weems Graduate School

CARROL B. SNODGRASS (1987)
Administrative Assistant

Teaching Fellows Program
MARY S. JOHNSON, Ed.D. (1980)
Director

Honors Program
W. GARRETT WALTON, Ph.D. (1983)
Director

International Studies
BETTY WEBB, Ph.D. (1974)
Director

Academic Computing
RUTH ANN BALLA, M.S. (1987)
Director

LORI WOODRUFF (1990)
Secretary

Capstone
ROSEMARY HORNAK, Ph.D. (1977)
Director

Academic Assessment
ELIZABETH A. WEIT, Ed.D. (1988)
Coordinator

— *Student Development*

Office of the Vice President for Student Development
JEAN JACKSON, Ph.D. (1983)
Vice President

MARY ANN BEAM, A.A. (1988)
Assistant to the Division

Office of the Dean of Students
DOROTHY J. SIZEMORE, A.M. (1980)
Dean

ANNIE RUTH TEW, A.A. (1988)
Office Manager

Office of Residence Life and Housing
PAULA O'BRIEN (1994)
Associate Director

Housing Assistant

PAULA DANIELS, A.B. (1990)
Residence Director

BETH FLYE, A.B. (1990)
Residence Director

ROBIN FLYNN, A.B. (1994)
Residence Director

LIBBY MULLINNIX, M.Div. (1987)
Residence Director

MARGE STEVENS (1986)
Residence Director

Office of the Campus Minister
SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister

PENNY ULMER (1993)
Secretary

Career Services
GORDON W. FOLGER, M.A. Ed. (1987)
Director

VALERIE B. GOGAL, M.A. (1990)
Assistant Director

REBECCA HIGHSMITH, M.A. (1994)
Assistant Director

MARY ELLEN PHILEN, B.A. (1985)
Office Manager

ANN B. PHILLIPS (1989)
Office Assistant

Student Activities and Leadership Development
CHERYL S. SMITH, M.Ed. (1991)
Associate Director for Commuter Students and Student Activities

MARGE KEYES (1991)
Office Manager

Guidance and Counseling
BETH MEIER, M.A. (1993)
Counselor

NANCY WEIRSMA, M.Ed. (1993)
Office Assistant

— Business and Finance

Office of the Vice President for Business and Finance
CHARLES E. TAYLOR, JR., M.B.A. (1983)
Vice President

ANNE C. PUGH, A.B. (1977)
Administrative Secretary

Financial and Benefits Services
WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)
Controller

KAY MILLER (1992)
Accounts Payable

HEATHER D. POLLARD, A.B. (1983)
Payroll Coordinator

BONNIE J. FURMAN, B.A. (1986)
Personnel Coordinator

PRISCILLA WOOD (1987)
Accounts Receivable

Information Services
GLENWOOD SANDERSON (1981)
Manager

KATHERINE KESTERSON (1988)
Programmer Analyst

SUE KESNER (1991)
Programmer Analyst

Campus Activities
MARIE MASON, Ph.D. (1969)
Coordinator

College Store
DRU M. HINSLEY, A.B. (1953)
Manager

MARY ANN REESE, B.S. (1984)
Textbook Manager

FRANCES GILLIS (1973)
Store Clerk

Central Services and Printing
GAIL EKWEM-WHITE (1991)
Supervisor of Central Services

Facilities Services
A. CLARKE SUTTLE, B.S. (1988)
Facilities Manager

JESSICA OWENS (1984)
Housekeeping Supervisor

LON AVENT (1972)
Maintenance Supervisor

LEE ADAMS (1978)
Grounds Supervisor

NELLIE PENNINGTON (1966)
Facilities Services Coordinator

KATHY TURNER (1993)
Office Coordinator

General Services Staff
CASEY BAILEY
FRANK BERRY
SYLVESTER CORNEY
JAMES JONES
WILLIE KING

DAVID A. McLEOD
RICHARD SEALEY

Maintenance Staff
GEORGE ASHOO
RICHARD BEASLEY
JOE B. BROWN
RICKY A. DUNNING
THOMAS EDMONDSON
J. PATRICK WOOD

Grounds Staff
GALDINO AVILA
GERARDO AVILA
ROBERTO AVILA
ANTHONY HAYES
JEFFREY HUNTER
DAVID JOHNSON
DARNELL SMITH

Housekeeping Staff
ANDREA BARRETT
CRAIG BRIDGES
DEWANNA BURT
WILLIAM COOPER
EDNA GREGORY
LULA HARRELSON
LOUISE HAWKINS
WILLIE HOWARD
REATHA JEFFERIES
DARYL NIXON
LUCRETIA PETERSON
EMMA PITTMAN
BARBARA ROBINSON
LOIS ROWLAND
ANNIE RUTH SMITH
DUC VAN NGUYEN
DAVID WILLIAMS
STEPHEN WOODS

Food Services (ARA)
THAD O'BRIANT
Manager

Post Office
ALYSIA HAVEL (1990)
Postal Supervisor

CECELIA MILLER (1988)
Information Services Assistant

Security
DANIEL G. SHATTUCK (1972)
Chief

JANICE SHATTUCK (1974)
Secretary

Security Staff
W.W. ADAMS
DONALD APPLEFORD
WORTH BAILEY
LARRY FERRELL
WILLIAM GRINER
WENDY HONEYCUTT
SHERWOOD JONES
JEANETTE McLEOD
V.C. MEDLIN, JR.
THURMAN METHENY
TIMOTHY MORRIS
JAMES SUMRELL
JEAN TREVATHAN
JAMES WILLIAMS

Communications
VIRGINIA KEMP (1982)
Communications Supervisor
ANGELA GOUGE (1988)
Customer Service Representative
ROSEMARIE SORRENTINO (1985)
Switchboard Operator

Health Services
RUTH PEARCE, R.N. (1980)
Director

SIDNEY MARTIN, M.D. (1972)
Physician

MELINDA McLAIN, R.N. (1991)
Nurse

LORETTA PEARSON, R.N. (1992)
Nurse

— *Institutional Advancement*

Office of the Vice President for Institutional Advancement
MURPHY M. OSBORNE, JR., Ed.D. (1988)
Vice President

JOYCE HINSON (1992)
Administrative Assistant

GERALDINE W. MYERS (1978)
Secretary/Receptionist

JUDY THOMPSON, A.B. (1991)
Financial Records Secretary

Alumnae Relations
NAJLA NAVE CARLTON, B.S. (1992)
Director

ANNA MELINDA HENDERSON, A.B. (1991)
Assistant Director

LINDA BOONE (1991)
Secretary

Corporate Relations
SONYA WALTERS, A.B. (1990)
Director

RACHEL HOLT, B.A. (1994)
Secretary

Planned Giving
HAROLD L. WEST, JR., B.A. (1991)
Director

RACHEL HOLT, B.A. (1994)
Secretary

Cooperating Raleigh Colleges
ROSALIE P. GATES, Ph.D. (1981)
Director

CAMPUS DIRECTORY

JOHNSON HALL, NAMED IN MEMORY OF LIVINGSTON Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and Barefoot Residence Halls house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; Wiliam T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family.

Belk Dining Hall is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat Clara Carswell Concert Hall, named in honor of Mrs. Guy T. Carswell.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 700-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat Kresge Auditorium, student-related administrative offices, the college store, Le Greenhouse Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

Shearon Harris Building, constructed in 1982, houses the Departments of Business and Economics, and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading room. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the departments of education, psychology, and sociology and social work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a small auditorium equipped with visual aids, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 134,000 volumes and 745-plus periodicals subscription. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software. ALIS (Automated Library Information System) provides computerized access to the library's collections.

Mary E. Yarbrough Building for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, home economics, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Carroll Health Center and Residence Hall was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses 22 students, five rooms for two and four rooms for three, two of which have a private bath and two which are joined by a bath. The eight-bed health center occupies the first floor. A nurse is in residence and a doctor on 24-hour emergency call.

Ellen Brewer House, a residence of the Department of Home Economics, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a playing field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

The **Faw Garden**, as well as the **Margaret Craig Martin, Cleo G. Perry,** and **Frankie G. Weems Gardens;** the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located in front of Johnson Hall and along the front drive.

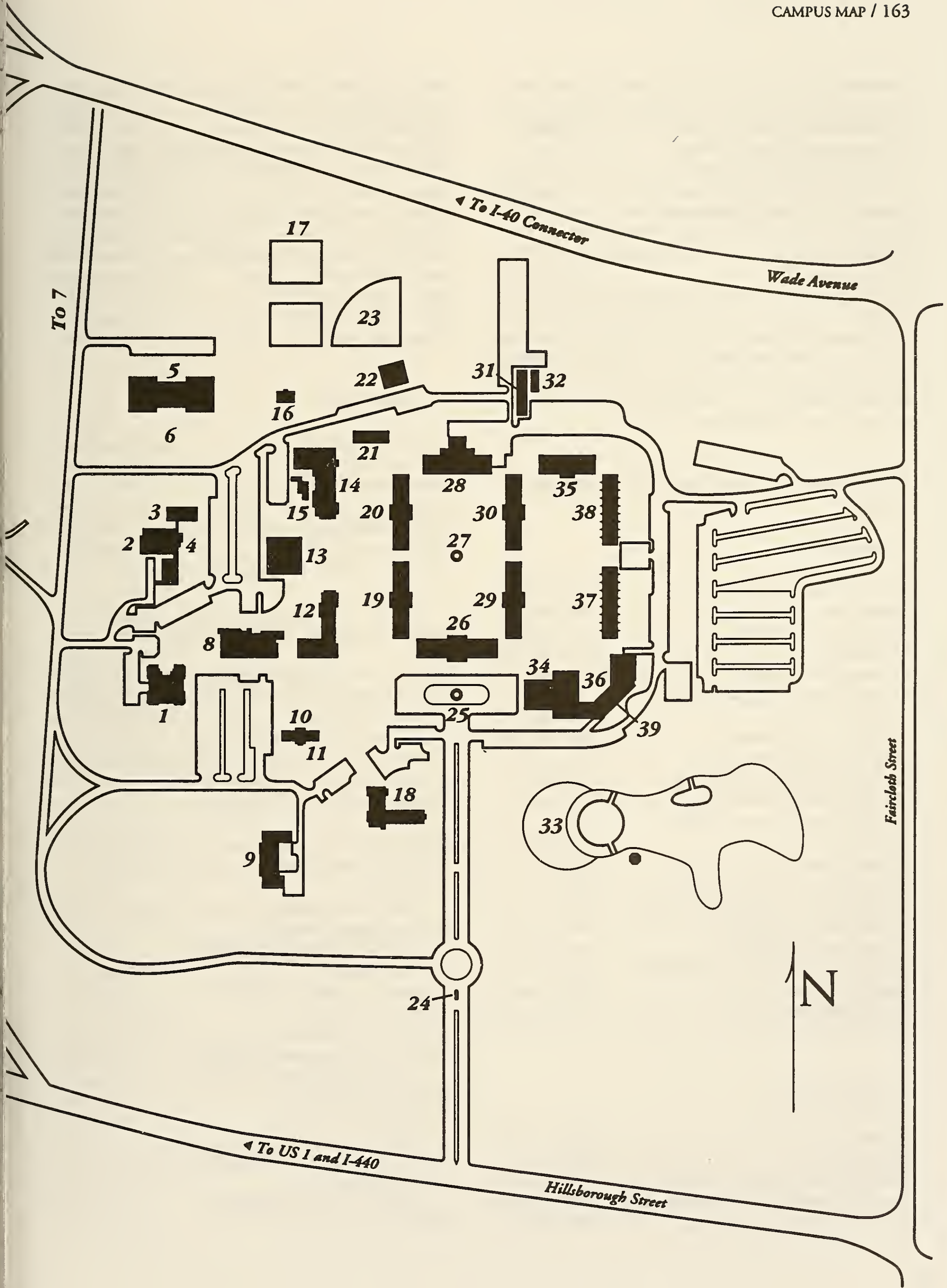
LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 223,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue–an I-40 connector–and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to

CAMPUS MAP

1. Cate Student Center (and Kresge Auditorium)
2. Gaddy-Hamrick Art Center (and Frankie G. Weems Art Gallery)
3. Frankie G. Weems Memorial Garden
4. Cleo Glover Perry Garden
5. Weatherspoon Physical Education-Dance Building
6. Golf Putting Green
7. Massey House (President's Residence)
8. Shearon Harris Business Building (Business and Economics, Mathematics and Computer Science)
9. Hubert Ledford Building (Education, Psychology and Sociology)
10. Mae Grimmer Alumnae House (and Mabel Claire Hoggard Maddrey Parlor)
11. Margaret Craig Martin Garden
12. Joyner Hall (Liberal Arts)
13. Carlyle Campbell Library
15. Mary Yarbrough Research Center
14. Hunter Hall (Science, Home Economics)
16. Ellen Brewer House (Infant Care Laboratory)
17. Tennis Courts
18. Christina and Seby Jones Chapel
19. Vann Residence Hall
20. Stringfield Residence Hall
21. Carroll Health Center and Residence Hall
22. International House
23. Softball Field
24. Gate House (Information)
25. Shaw Fountain
26. Johnson Hall (Administration)
27. Heck Memorial Fountain
28. Belk Dining Hall
29. Brewer Residence Hall
30. Faircloth Residence Hall
31. Maintenance Shop
32. Campus Security
33. Elva Bryan McIver Amphitheater at the Meredith Lake
34. Jones Hall (Auditorium, Studio Theater, Drama, Writing Center, Continuing Education)
35. Poteat Residence Hall
36. Faw Garden
37. Heilman Residence Hall
38. Barefoot Residence Hall
39. Harriet Mardre Wainwright Music Building (and Carswell Concert Hall)


To I-40 Connector
Wade Avenue
To 7
Faircloth Street
To US 1 and I-440
Hillsborough Street
N
1
2
3
4
5
6
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

UNDERGRADUATE ACADEMIC CALENDAR, 1994-95

— *Fall Semester*

Arrival of new students	Thu., Aug. 18
Registration	Mon., Aug. 22
Registration of freshmen	Tue., Aug. 23
Classes begin	Wed., Aug. 24
Opening Convocation	Mon., Aug. 29
Last day to drop a course without paying	Tue., Aug. 30
Last day to add a course	Tue., Aug. 30
Labor Day holiday–no classes	Mon., Sept. 5
Last day to make grading changes	Wed., Sept. 21
Last day to drop with a W grade	Wed., Sept. 21
Midterm: Autumn recess begins at 5 p.m.	Fri., Oct. 14
Classes resume at 8 a.m.	Wed., Oct. 19
Mid term reports due at NOON	Wed., Oct. 19
Cornhuskin': no classes after 5:30 p.m.	Thu., Nov. 3
Thanksgiving recess begins at 1 p.m.	Wed., Nov. 23
Classes resume at 8 a.m.	Mon., Nov. 28
Last day to withdraw from a course	Wed., Nov. 30
Last day of classes	Wed., Dec. 7
Reading day; music juries	Thu., Dec. 8
Final examinations	Fri., Dec. 9 - Sat., Dec. 17

— *Spring Semester*

Registration	Tue., Jan. 10
Classes begin	Wed., Jan. 11
Martin Luther King Day–no classes	Mon., Jan. 16
Last day to drop a course without paying	Wed., Jan. 18
Last day to add a course	Wed., Jan. 18
Last day to make grading changes	Wed., Feb. 8
Last day to drop with a W grade	Wed., Feb. 8
Founders' Day	Mon., Feb 20
Midterm: Spring recess begins at 5 p.m.	Fri., Mar. 10
Midterm reports due at noon	Wed., Mar. 15
Classes resume at 8 a.m.	Mon., Mar. 20
Easter Recess begins at 5:30 p.m.	Thu., Apr. 13
Classes resume at 8 a.m.	Tue., Apr. 18
Last day to withdraw from a course	Thu., Apr. 24
Last day of classes	Mon., May 1
Reading day; music juries	Tue., May 2
Final examinations	Wed., May 3 - Thu., May 11
Commencement	Sun., May 14

— *Summer School*

First session begins	Mon., May 29
First session ends	Fri., June 16
Second session begins	Mon., June 19
Independence Day–no classes	Tue., July 4
Second session ends	Sat., July 8
Third session begins	Mon., July 10
Third session ends	Fri., July 28

CORRESPONDENCE AND VISITS

THE MAILING ADDRESS OF MEREDITH COLLEGE IS 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 829-8600.

The Meredith fax number is (919) 829-2828.

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

- Academic records
    - Office of the Registrar
- Admissions
    - Office of Admissions
- Adult student information
    - Office of Continuing Education
- Alumnae matters
    - Director of Alumnae Affairs
- Catalogue requests
    - Office of Admissions
- Community educational services
    - Office of Continuing Education
- Educational programs
    - Dean of the College
- Expenses
    - Vice President for Business and Finance
- Financial assistance
    - Office of Financial Assistance
- Graduate employment

  Office of Career Services
Housing matters
  Associate Director of Residence Life and Housing
News items/publications
  Office of College Communications
Parents Association
  Director of Annual Giving
Student Employment
  Office of Financial Assistance
Student interests
  Dean of Students
Student reports
  Registrar
Summer school
  Registrar
Transcripts
  Registrar
Vocational testing
  Office of Career Services

ENROLLMENT FOR 1993-94

— Fall 1993 Degree Candidates

Undergraduate Degree Candidates (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	1,912
Graduate students (Master of Business Administration, Master of Education, and Master of Music)	154
Total Degree Candidates	2,066
Special undergraduate students	124
Other students in credit courses	155
Students in non-credit courses	1,239
Total Enrollment, Fall 1993	3,584
Total Summer Enrollment, 1993	1,228
Unduplicated Summer Enrollment, 1993	839

Students in credit courses by state:

Alabama	2
Arizona	1
California	1
Colorado	1
Connecticutt	2
Delaware	1
Florida	6
Georgia	8
Illinois	1
Indiana	3
Kansas	1
Kentucky	2
Maryland	18
New Jersey	6
New York	6
North Carolina	2,009
Ohio	1
Pennsylvania	3
South Carolina	15
Tennessee	8
Texas	6
Vermont	2
Virginia	193
West Virginia	3
Wisconsin	2
International students	44
TOTAL	2,345

ΚΝΣ

INDEX

A

Academics, 42-59
Academic Advising, 40, 53
Academic Calendar, 174
Academic Classification, 57
Academic Recognition, 57
Academic Scholarships, 28
Accreditation, 7
Achievement in Mathematics Scholarship, 29
Achievement in Writing Scholarship, 29
Acteen Studiact Scholarships, 30
Activities, Cultural and Social, 35-36
Administration, Directory of, 165-170
Admission, 13-21
    Adult Students, 19-20
    Condition of, 21
    Early, 15
    Early Decision Plan of, 15-16
    Freshman, 13-15
    Special Programs, 21
    Transfer, 16-19
Adult Students, 15, 19, 20, 49-50
Advanced Placement Credit, 16, 54
Advising, Academic, 40, 53
Alumnae Association Officers, 152
American Association of Colleges, 7
American Association of Colleges for Teacher Education, 7
American Association of University Women, 7
American Civilization major, 110
American Dietetic Association, 7
American University, 52
Angers, France, Language Study in, 51
Art fees, 23-24
Art, Department of, 63-68
    Curriculum, 65-68
Art Scholarships, 28
Art Program in Italy, 51
Associates, Board of, 150-152
Assistance, Financial, 26-33
Astrotekton Society, 38
Athletics, Intercollegiate, 38-39
Attendance, Class, 54
Auditing Courses, 54
    Fees, 24

B

Bachelor of Arts Degree, 43
Bachelor of Music Degree, 45, 126-128
Bachelor of Science Degree, 43
Baptist Female University, 7
Bible School Transfers, 18, 55
Biology and Health Sciences, Department of, 68-72
    Curriculum, 69-72
Board of Associates, 150-152
Board of Trustees, 149-150
Bowman-Gray School of Medicine, 11, 69
British Politics, *see Drew University*
Business and Economics, Department of, 73-77
    Curriculum, 74-77
Business School Transfers, 16, 55

C

Cable Television, 23
Calendar, Academic, 174
Campus Directory, 170-172
Campus Employment, 32
Campus Location of, 174
Campus Map, 172-173
Capstone Studies, 44, 62
Career Direction, 10, 40, 47-49, 62
Career Studies, 40, 62
Catalogue, Choice of, 43
Certificate Programs
    Cultural Resources Management, 50
    Legal Assistants, 49-50
    Teaching, 81-96
Chemistry and Physical Science, Department of, 78-80
    Curriculum, 78-80
Child Development, 115-116
China, Study in, 51
Christian College, 8
Church Music Certification, 128
Class Attendance, 54
Classification, Student, 57
Class Schedule, changes in, 53-54
Clothing and Fashion Merchandising, 114, 116
Clubs, Academic Departmental, 36
Communications, Professional, 11, 48
Commuter Students, 23, 26, 40
    Fees, 23
Competitive Scholarships, 28-29
Computer Services, 40
Computer Science and Mathematics, 119-124
    Curriculum, 121-124
Condition of Admission, 21
Continuing Education, 10, 49-50
Continuing Education Units (CEUs), 49
Contract Majors, 45
Contractual Agreement, 25
Convocation, 49
Cooperative Education, 50, 62

Cooperating Raleigh Colleges, 10, 50
Corporation Officers, 149
Correspondence Credit, 52
Correspondence Directory, 175
Costs
    Commuter Students, 23
    Resident Students, 23
Council on Social Work Education, 7
Counseling
    Academic Advising, 40
    Career Planning, 40
    Freshman Seminar, 41
    Personal, 41
Counseling Center, 41
Course Load, 53
Courses of Study, 61-147
Credit
    Advanced Placement, 16, 54
    Correspondence, 52
    Evaluation of, 18-19
    Extra-Institutional, 16, 55
    Music, 55
    Old, 55
    Physical Education, 56
    Transfer, 55
    Visitation, 52
Credit Regulations, 54-56
Criminal Justice, 11, 48, 110
Cultural Activities, 35-36
Cultural Resources Management, 50
Curriculum, 9

D

Damage Deposit, 24
Dance, Health, and Physical Education Curriculum, 104-109
Dean's List, 57
Degree Programs, 43-45
Degrees, 43
Deferred Payment Plan, 25
Directory, College, 149-175
Drew University, 52
Duke Medical School, 11, 69

E

Early Admission, 15
Early Decision Plan, 15-16
Economics and Business, 73-77
    Curriculum, 74-77
Education, Department of, 81-96
    Certificate Programs, 81-96
    Curriculum, 94-96
    Fees, 24
Elementary Teacher Education Program, 82-84
Emeriti Faculty, 163-165
Employment, Campus, 32
Endowed Scholarships and Loans, 30-32
England, Junior Year in, 51
English, Department of, 96-99
    Curriculum, 97-99
Enrichment Programs, 49
Enrollment, 1992-93, 175
Expenses, 23-24
Extra-Institutional Instructional Credit, 16, 55

F

Faculty
    Degrees of, 9
    Directory of, 153-165
        Adjunct, 159-163
        Emeriti, 163-165
        Full-time, 153-158
Federal Assistance Programs, 32-33
Fees, 23-24
    Payment of, 24-25
    Special, 24
Financial Assistance, 26-33
    Application Procedure, 26-27
    Finances, 23-33
    Awards, 27
    Students' Rights and Responsibilities, 27-28
Foods and Nutrition, 114-115, 116-117
Foreign Languages, Department of, 99-104
    Curriculum, 100-104
Foreign Students, 19
Former Students, Re-admission of, 19-20
French, 100-102
Freshman Admission, 13-16
Freshman Classification, 57
Freshman Seminar, 41
Freshman Year, 53

G

General Education Requirements, 43-44
General Scholarships, 30
Geography, 80
German, 102
Goals, 8
Government, Student Association, 37
Grading System, 56
Graduate Programs, 10
Graduate Record Examination, 53
Graduation, 53
    Progress Toward, 58
    With Distinction, 57
Grants
    NC Legislative Tuition, 33
    NC Student Incentive, 33
Graphic Design, 66-67
Group Study, 61

H

Handbook, Student, 35, 37

Handicaps, 8
Harris Scholarships, 28
Health Care, 40
Health Center, 40
Health, Physical Education, and Dance, Department of, 104-109
    Curriculum, 105-109
Health Record, 15
Health Sciences and Biology Curriculum, 68-72
Heritage of Meredith, 7
History and Politics, Department of, 110-113
    Curriculum, 110-113
Home Economics, Department of, 114-119
    Curriculum, 115-119
Honorary Societies, 36
Honors Curriculum, 46-47
Honors Program, 9-10, 45-46
Honors, Student, 36
Honor System, 37
Hours Attempted, 58
Housing, 39-40
Hull, University of (Meredith Abroad), 51
Humberside College (Meredith Abroad), 51

I

Incentive Grants, 33
Independent Study, 61
Individualized Options, 10, 50-52
Intercollegiate Athletics, 38-39
Interdisciplinary Studies, 61-62
Interior Design, 115, 117-118
International Students, 19
International Studies, 51
International Studies major, 110
Italy, Art Program in, 51

J

Japan, Language Study in, 51
Junior Classification, 57
Junior Year, 53

K

Kappa Nu Sigma, 36

L

Latin, 102-103
Legal Assistants Program, 49-50, 113
Loan Funds
    N.C. PLUS, 33
    Perkins, 32
    Stafford, 33
    Supplemental, 33
London, Meredith Abroad in, 51
London Seminar, *see Drew University*

M

Madrid, Spain, Semester in, 51
Majors, 44-45
    Contract, 45
    Requirements, 45
Marymount Manhattan College, 52
Master of Business Administration Degree, 7, 73
Master of Education Degree, 81
Master of Music Degree, 7, 125
Mathematics Achievement Scholarship, 29
Mathematics and Computer Science, Department of, 119-124
    Curriculum, 121-124
Medical Technology, 11, 47
Meredith Abroad, 10, 51
Middle Grades Teacher Education, 84-86
Minors, 45
Missionary Allowance, 30
Music, Applied, Fees, 23
Music Auditions, 15
Music Credit, 55
Music Scholarships, 28-29
Music, Speech, and Theatre, Department of, 124-139
    Curriculum, 130-139

N

National Association of Schools of Music, 7
National Collegiate Athletic Association, 7, 38
New York Semester, *see Marymount Manhattan College*
Nondegree Students, 21
Nondiscriminatory Policy, 8
Nonresident Student Life, 40
NC Association of Colleges for Teacher Education, 7
NC Contractual Scholarships, 30
NC Department of Public Instruction, 7
NC Legislative Tuition Grants, 33
NC PLUS Loans, 33
NC Student Incentive Grants, 33
NC Teaching Fellow Awards, 30
Nursing Transfer Curriculum, 11, 18, 55

O

Obirin University, Japan, 51
Occupational Teacher Education, 89-90
Officers, Alumnae Association, 152
Officers, Board of Trustees, 149-150
Officers, Corporation, 149
Official Withdrawal, 58
Operational Goals, 7-8
Organizations, Student, 37-38
Orientation, 21, 35
Overseas Programs, 51
Overview, 7-11

P

Paris, Art Study in, 51
Part-time Students, 20-21, 23
Pass/Fail Policies, 56-57
Payments
    Contractual Agreement, 25
    Deferred, 25
Payment Schedules, 24-25
Payment Terms, 24-25
PELL Grant, 32
Perkins Loan, 32
Personal Counseling, 40-41
Philaretian Society, 38
Philosophy and Religion Curriculum, 142-144
Physical Education, Dance, Health Curriculum, 104-109
Physical Education Credit, 56
Physical Science and Chemistry Curriculum, 78-80
Physical Education Fees, 24
Physician Assistant, 11
Planning, Academic, 53-54
Politics and History Curriculum, 110-113
Pre-Professional Program, 10-11, 47
Presidents of Meredith, 7
President's Message, 5
Probation, Academic, 58
Professional Communications, 11, 48
Progress, Academic, 58
Psychology, Department of, 139-141
    Curriculum, 140-141
Publications, Student, 37
Public Instruction, Department of, 7
Purpose, 7-11

Q

Quality Point Ratio, 57

R

Re-Admission of Former Students, 19-20
Recommendations, 14-15
Recreation, 38
Records, 58
Re-Entry, 19, 49
Registration, 21, 58
Regulations, Student, 37, 57
Religion and Philosophy, Department of, 142-144
    Curriculum, 142-144
Religious Life, 38
Repetition of Courses, 54
Residence, 39-40
Residence Credit Requirements, 54-55
Resident Damage Deposit, 24
Responsibility, Student, 36-37
Restricted Credit for Juniors and Seniors, 55
Retention, 58
ROTC, 51

S

Scholarships
    Competitive, 28-30
    Endowed, 30-32
    General, 30
Scholastic Aptitude Test, 17
School Social Work, 90-91
Second Baccalaureate Degree, 45
Secondary Grades Teacher Education, 86-89
Secondary School Record, 13-14
Senior Classification, 57
Senior Scholars Program, 21
Senior Year, 53
Silver Shield, 36
Social Activities, 35-36
Social Work
    Curriculum, 146-147
    Fees, 24
Societies, 36
Sociology and Social Work, Department of, 144-147
    Curriculum, 145-147
Sophomore Year, 53
Southern Association of Colleges and Schools, 7
Spain, Semester in Madrid, 51
Spanish, 103-104
Special Admissions Programs, 21
Special Fees, 24
Special Students, 21
Special Studies, 50, 61
Special Subject Areas, Teacher Education, 91-96
Speech, Theatre, and Music Curriculum, 130-139
Sports, Intercollegiate, 38-39
Stafford Loan Program, 33
Student Government Association, 37
Student Handbook, 35, 37
Student Life, 8-9, 35-41
    Commuter, 40
Student Life Committee, 37
Student Organizations, 37-38
Student Publications, 37
Student Regulations, 57
Student Responsibility, 36-37
Student Societies, 36
Studies
    Abroad, 10, 51
    Capstone, 44, 62
    Career, 40, 62
    Individualized, 10, 50-52
    Interdisciplinary, 61
    International, 51
    Pre-Professional, 10-11
    Summer, 21, 52
    Women's, 62
Summer Session, 52
Supplemental Educational Opportunity Grants, 32
Supplemental Loans, 32-33
Suspension, 58

T

Teacher Education, 11, 81-96
    Elementary, 82-84
    Middle Grades, 84-86
    Occupational, 89-90
    Secondary, 86-89
    School Social Worker, 90-91
    Special Subject Areas, 91-94
Teaching Fellows
    Loan Awards, 30
    NC Awards, 30
    Program, 11-12, 49
    Scholarship, 30
Technical School Transfers, 11, 18, 55
Theatre, Music, and Speech Curriculum, 130-139
Transfer Admission, 16-19
    Requirements, 17-18
Transfer Credit, 55
Transcripts, 58
Trustees, 149-150
Tuition, 23
Tuition Grants, NC Legislative, 33

U

Undergraduate Academic Calendar, 174
United Nations Study, *see Drew University*

V

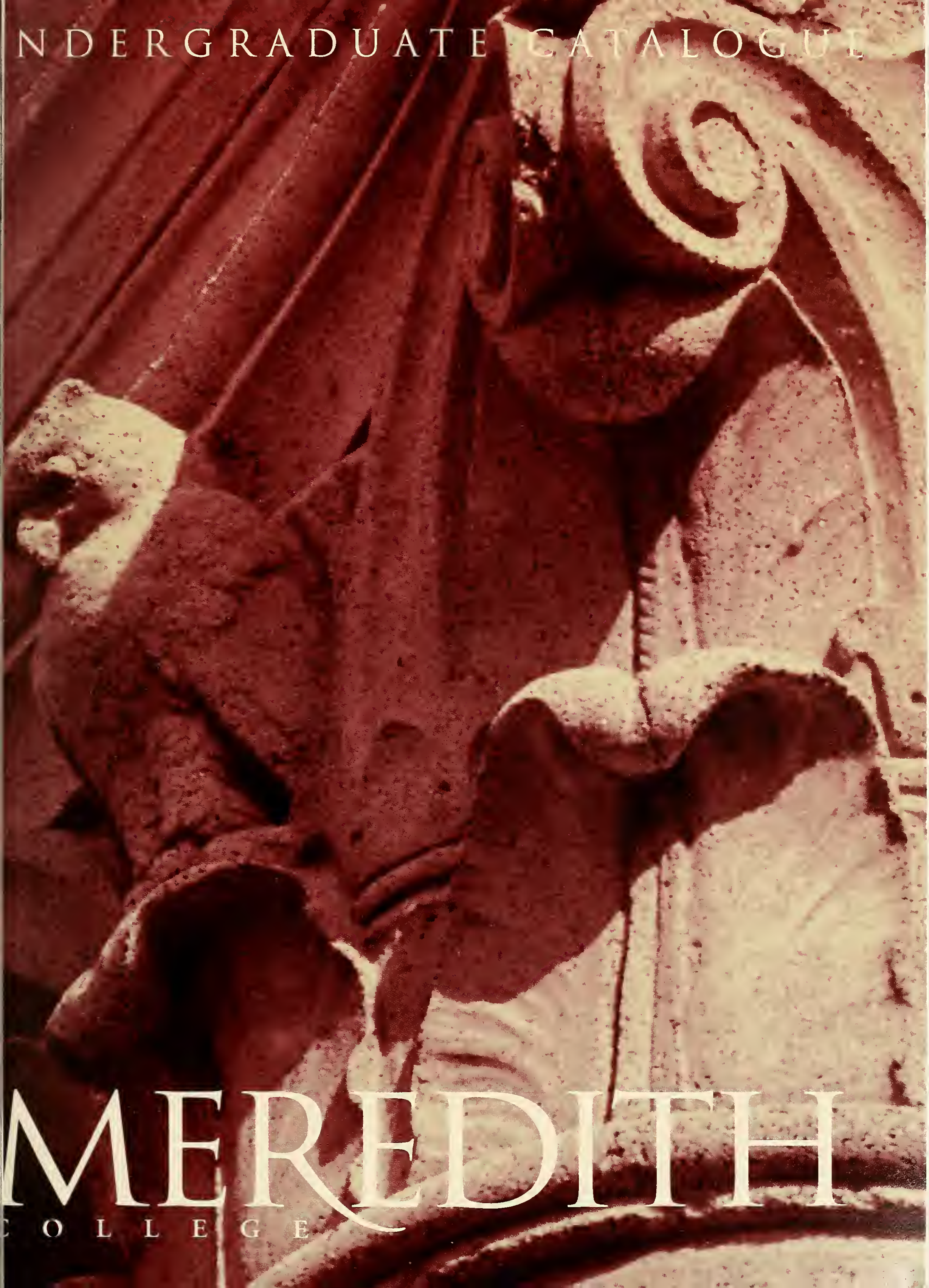
Veterans' Benefits, 33
Visitation Credit, 52
Visits to the Campus, 175
Vocational Rehabilitation, 33

W

Washington Center, the, 52
Washington Semester, *see American University*
Weems, John E. Graduate School, 10
Withdrawals, 25, 58
Women, a College for, 8
Women's Studies, 62
Work-Study Programs, 32
Worship Services, 38
Writing Achievement Scholarship, 29

MEREDITH
COLLEGE
OFFICE OF ADMISSIONS
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
(919) 829-8581, or 1-800-MEREDITH

Non-Profit
U.S. Posta
PAID
Raleigh, N
Permit No.



NDERGRADUATE CATALOGUE

MEREDITH

COLLEGE

MEREDITH
COLLEGE
UNDERGRADUATE
CATALOGUE

Volume 19

1995 - 1996

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of, this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catgalogues should be sent to:

Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298

- Convocation 48
- Continuing Education 48
  - *Re-Entry/Academic Credit Programs* 48
  - *Enrichment Programs* 49
  - *Certificate Programs* 49
- Individualized Options 49
  - *Special Studies* 49
  - *Cooperative Education* 49
  - *Cooperating Raleigh Colleges* 49
  - *ROTC Opportunities Through Cooperating Raleigh Colleges* 50
  - *International Studies* 50
  - *Individual Participation in Programs of Other Institutions* 51
  - *Correspondence Credit* 51
  - *Visitation Credit* 51
- Summer Study 51
- Academic Planning and Advising 52
  - *Academic Advisers* 52
  - *Course Load* 52
  - *The Freshman and Sophomore Years* 52
  - *The Junior and Senior Years* 52
  - *Graduation* 52
  - *Graduate Examinations* 52
  - *Changes in Class Schedule* 53
  - *Repetition of Courses* 53
  - *Class Attendance* 53
- Credit Regulations 53
  - *Advanced Placement Credit* 53
  - *Auditing Courses* 53
  - *Residence Credit Requirements* 53
  - *Transfer Credit* 54
  - *Credits from Technical, Business, Bible, and Nursing Schools* 54
  - *Credit for Extra-Institutional Instruction* 54
  - *Old Credit* 54
  - *Credit in Music* 54
  - *Credit in Physical Education and Dance* 54
- Grading System 55
  - *Standard Grading* 55
  - *Quality Point Ratio* 55
  - *Pass/Fail Policies* 55
- Academic Recognition 56
  - *Classification* 56
  - *Dean's List* 56
  - *Graduation with Distinction* 56
- Records 56
  - *Registration* 56
  - *Transcripts* 56
- Satisfactory Progress, Retention, and Suspension 56
- Official Withdrawal 57

List of Degrees and Majors 58

Courses of Study 59
- Special Studies 59
- Interdisciplinary Studies 59
- Cross-Cultural Skills Minor 59
- Capstone Studies 60
- Women's Studies 61
- Career Studies 61
- Art 62
  - *Studio Art* 62
  - *Graphic Design* 62
  - *Art History* 63
  - *Art Education* 63
  - *Curriculum* 63
- Biology and Health Sciences 67
  - *B.A. in Biology* 67
  - *B.S. in Biology* 67
  - *B.S. in Biology, Concentration in Environmental Science* 67
  - *B.S. in Medical Technology* 67
  - *B.S. in Health Science* 68
  - *Curriculum* 68
- Business and Economics 71
  - *B.S., Major in Accounting* 71
  - *B.S., Major in Business Administration* 71
  - *B.S., Major in International Business* 72
  - *B.A., Major in Economics* 72
  - *Master of Business Administration* 72
  - *Licensure* 72
  - *Curriculum* 73
- Chemistry and Physical Science 77
  - *Major* 77
  - *Curriculum* 77
- Education 80
  - *Programs Offered* 80
  - *Education Programs* 80
  - *Licenses and Endorsements* 78
  - *Elementary Teacher Education (Grades K-6) Program* 82
  - *Middle Grades Teacher Education (Grades 6-9) Program* 83
  - *Secondary Teacher Education (Grades 9-12) Programs* 84
  - *Occupational Teacher Education Programs* 87
  - *School Social Worker Programs* 88
  - *Special Subject Area Teacher Education (Grades K-12) Programs* 88
  - *Curriculum* 91
- English 93
  - *Major in English* 93
  - *Concentration in Professional Communications* 94
  - *Prerequisites* 94
  - *Curriculum* 94
- Foreign Languages 96
  - *Majors in French and Spanish* 96

Advanced Study......96
Advanced Placement......96
Curriculum......97
Health, Physical Education, and Dance......101
Major in Dance......101
Teaching Licensure in Dance......102
Curriculum......102
History and Politics......107
Special Career Directions......107
Advanced Placement......107
Major in History......107
Major in American Civilization......107
Major in International Studies......107
Minor in History......107
Concentration in Criminal Justice Studies......107
Curriculum......109
Politics Courses:
Major in Political Studies......109
Minor in Political Studies......109
Legal Assistant Courses......110
Home Economics......111
Major in Child Development......111
Major in Clothing and Fashion Merchandising......111
Major in Foods and Nutrition......112
Major in Interior Design......112
Major in Home Economics......112
Curriculum......112
Mathematics in Computer Science......116
B.A. in Mathematics......117
B.S. in Mathematics......117
B.S. in Computer and Mathematical Sciences......117
Licensure Requirements......118
Credit Testing in Mathematics......118
Curriculum......118
Music, Speech and Theatre......122
Areas of Concentration......122
Audition and Interview......122
Majors......122
Bachelor of Arts......122
Bachelor of Music......124
Master of Music......125
Curriculum......127
Psychology......136
Major in Psychology......136
Curriculum......136
Religion and Philosophy......138
General Education Requirements......138
Major in Religion......138
Curriculum......139
Sociology and Social Work......141
Major in Sociology......141
Major in Social Work......141
Concentration in Criminal Justice Studies......141
Curriculum......141

College Directory......145
The Corporation......145
Board of Trustees......145
Board of Associates......146
Alumnae Association......148
Faculty......149
Adjunct Faculty......154
Faculty Emeriti......159
Administration......160
Campus Directory......166
Location......168
Campus Map......168
Undergraduate Academic Calendar for 1995-96......170
Correspondence and Visits......170
Enrollment for 1994-95......171

Index......173

PRESIDENT'S MESSAGE

John E. Weems, Ed.D.

IT'S AN EXCITING TIME FOR WOMEN — and it's an honor and a privilege to be among those who promote and encourage opportunities for women.

A forward-looking institution, Meredith has the finest faculty, the latest technology, and the best equipped physical facilities you'll find anywhere. Our philosophy of education — a commitment both to a strong liberal arts tradition and to the almost limitless potential for women in the work place and community — is strong. While students engage in rigorous scholarship, they also are challenged to be leaders, to find meaningful careers, to discover their own values, to chart their own courses, to be unafraid to meet ever higher goals, and to make a difference in the world.

As the largest private college for women in the Southeast, Meredith is at the hub of a sophisticated array of first-rate academic, govermental, scientific, business, and professional communities, constantly enriching the College's own excellent curriculum and resources.

Our student body is diverse and inclusive — welcoming both the traditional student and the re-entry student with equal enthusiasm; offering graduate degrees in music, business, and education; being sensitive to and respectful of differences in race, geographical origin, professional and educational goals, and the spiritual needs of women.

Operating for over a century as a women's college, Meredith has awarded over 13,000 degrees. Our alumnae attest to the fact that Meredith graduates are succeeding in the competitive job market of the 1990s and attribute this to the high quality education they received. Attending Meredith made a difference in their lives; it can make a significant difference in your life too!

MEREDITH COLLEGE: PURPOSE AND OVERVIEW

THE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder,* was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-present.

ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE SOUTHern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), the North Carolina Department of Public Instruction, and the Foundation for Interior Design Education and Research (FIDER). The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It also has an approved American Dietetic Association Plan V and AP4 programs.

Graduates of Meredith are eligible for membership in the American Association of University Women.

NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS OF any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the vice president for business and finance at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special needs. The vice president and dean of the college coordinates policy with regards to learning disability.

PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

OPERATIONAL GOALS

THE COLLEGE SEEKS TO

1. educate women;
2. maintain an environment which
   a. is supportive of Christian traditions and ideals,
   b. fosters personal integrity, intellectual freedom, and academic excellence;
3. offer opportunities to join in a college community which
   a. values its heritage and traditions,
   b. promotes citizenship and leadership through participation in self-governance and in recreational, social, and religious activities,
   c. fosters personal relationships,
   d. is concerned for the well-being and development of each individual;
4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
   a. a broad liberal arts component as the core of its undergraduate curriculum,
   b. majors, minors, concentrations, and certifications,
   c. graduate studies, and
   d. continuing education;
5. provide opportunities for students through curricular and co-curricular experiences for learning and for service in the community beyond Meredith;
6. offer programs and services and to open college facilities to meet educational and cultural need in the greater Raleigh community;
7. attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
8. maintain, operate, and advance the College by providing
   a. an administrative staff and a student development staff which will support the programs of the College,
   b. physical facilities and equipment which will meet the needs of the institution,
   c. financial resources for the operation of the College.

A CHRISTIAN COLLEGE

MEREDITH IS A WOMEN'S COLLEGE OF HIGH QUALITY in the liberal arts — a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to prepare students to live responsibly in the contemporary world. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals; to keep themselves physically fit; to acquire an understanding of and appreciation for the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. Thus, students are prepared for graduate and professional study, for productive work in the vocations and professions, for leadership and responsible citizenship, for family life, and for leisure.

A COLLEGE FOR WOMEN

MEREDITH WAS FOUNDED ON THE PREMISE THAT excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the role of women as competent, skilled, and intellectual member of the community.

STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIRONMENT possible, Meredith seeks a diverse student body. Her approximately 2,300 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication between students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires. Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 237,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 88,500 college students.

FACULTY

THE FACULTY AT MEREDITH CONSTITUTES THE FULcrum around which the College functions as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers, as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 85 percent of the faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for minors or further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DESIGNED to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. *(Details are on pages 45-46.)*

INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may alternate a semester of full-time work with campus study. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan

College, whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China and Japan. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions *(see pages 50-51).*

CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older — women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops. They may undertake course work for academic credit leading to an undergraduate or graduate degree, or they may earn certification in a job-related field *(see pages 48-49).*

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community of men, women, and children of all ages with programs and services responsive to a wide variety of learning needs.

GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and a Graduate Nutrition Certificate.

CAREER DIRECTION

CAREER OPPORTUNITIES FOR WOMEN ARE GREATER now than they have ever been. Business, government, industry, and the professions hire women at all levels of employment, including top administrative and managerial positions. As a result of developing technology, there will constantly be, for both men and women, new jobs for which no descriptions now exist. Students with a liberal arts education will have many of the assets and qualities sought by employers. As thinking individuals with skills in analysis and communication, they will have acquired tools that make adaptation to specific jobs and to the changing job market possible.

In addition to offering more than 30 majors, all of which provide career direction in varying degrees, Meredith has designed some course sequences and internships for students with immediate career goals or interests in graduate or professional study. Or, using their electives, and with advice from their major department, students may custom design a cluster of courses which gives specific career direction to their required study in the arts, sciences, and humanities.

— *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Pre-professional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

— *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop an effective teacher whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of teacher education, a major field apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

— Teaching Fellows Program

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan awards will receive $5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to provide the difference between the $5,000 award and the costs of tuition, room and board at Meredith for each enrolled Teaching Fellow. Additional information on the Teaching Fellows Program can be found on pages 31-32 and 48.

— Medical Technology and Physician Assistant

Meredith offers a degree program in medical technology in cooperation with the Duke University Medical Center and a physician assistant degree program in cooperation with Wake Forest University Bowman Gray School of Medicine. Details are available in the Department of Biology and Health Sciences, and on pages 47 and 67-68.

— Nursing Transfer Curriculum

Meredith's Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 47 and 54.

— Dietetic Internship

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

— Professional Communications

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 47.

— Criminal Justice Studies

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 107.

ADMISSION

AS A COLLEGE COMMITTED TO THE DEVELOPMENT of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degree of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 27-35.

FRESHMAN ADMISSION

— *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $25 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $25 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

A first-year student who initially enrolls at Meredith as a non-degree student and who later wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Re-Entry Program in the Office of Continuing Education.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 14 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English	4
Foreign Language	1 (2 recommended)
Mathematics	3 (Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a pre-requisite)
Science	3
History/Social Studies	3
Electives	2 (preferably chosen from academic subjects listed above)

NOTE: Any applicant for 1996-97 who planned her high school course program with the unit requirements listed in the previous catalogue in mind will receive full consideration for admission.

Careful attention is given to the applicant's grade average in the academic subjects. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Assessment Test

When reviewed in relation to the high school record and other information, Scholastic Assessment Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 810 and 1000 (or 930 and 1100 on the recentered scale) on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. (*Foreign students, especially those who will be traveling on a student visa, should see page 20 for testing expectations.)*

For having official SAT-I or TOEFL scores requested, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that disability. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any disability in order that any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. *(See page 173.)*

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. *(See pages 30-31.)*

— *Early Admission*

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

— *Credentials for Adult Students*

A woman 23 years of age or older *(see 48 for definition of 23),* who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a re-entry student *(see pages 48-49).* When a specified program is taken, the student is not required to file scores on the Scholastic Assessment Test. In either case, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Early Decision Plan*

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She must take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1, and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. *(See page 28 for information about application procedures.)* Accepted students are required to make by December 1, a $100 advance deposit, a non-refundable payment that applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT-I scores. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

— *Rolling Admission Plan*

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning November 1, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

— *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

TRANSFER ADMISSION

EACH YEAR MEREDITH ADMITS A NUMBER OF QUALIfied applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible or nursing schools. There are particular procedures and requirements for applicants from these institutions. *(See page 54.)*

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. *(See pages 53-54, Residence Credit Requirements.)* Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. *(See page 45 for information regarding credit requirements for a second degree program.)*

A student who has attended another post-secondary institution who initially enrolls at Meredith as a non-degree student and subsequently wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Re-Entry Program in the Office of Continuing Education.

— *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

An applicant having less than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith *(see pages 43-44).*

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory purposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. *(Information about the health record is found on page 16.)*

— *Credentials for Adult Students*

A woman 23 years of age or older *(see page 48 for definition of 23),* who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a re-entry student. In either case, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her G.E.D. certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins as quickly as possible after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by early October if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

— *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on this page. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted at Meredith College. *(See page 54 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.)* Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

— *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 53-54 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

INTERNATIONAL STUDENTS

MEREDITH WELCOMES THE INTERNATIONAL STUDENT whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examinations. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language (TOEFL), which is administered in her local country. It is preferred that the student include scores on the Test of Written English (TWE) that is offered at many TOEFL administrations and/or include a short essay on a topic of her choice. A student well-schooled in English should substitute the Scholastic Assessment Test. The tests (TOEFL and/or SAT-I) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for the TOEFL or SAT-I examination, the student should request that a score report be sent directly to Meredith College, Code Number 5410.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,200, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and application materials are available from the Office of Admissions.

RE-ENTRY (ADULT) STUDENT ADMISSION

A STUDENT WHO IS 23 YEARS OF AGE OR OLDER, IS A high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a re-entry degree candidate without fulfilling regular Meredith admission requirements. A student will be considered 23 years of age if she is 23 prior to enrolling in a course or if she becomes 23 prior to the last day of the examination period of the semester in which she is enrolling.

A re-entry student files her application through continuing education and has all official transcripts, including high school and/or GED and *all* post-secondary transcripts, sent to that office. A student who has previously been enrolled in any post-secondary education program must have an official transcript sent from *each* institution attended, including summer sessions.

An evaluation of *all* academic records is prepared, and the potential student meets with a re-entry adviser. A program of a maximum of 15 semester hours credit as a re-entry student is planned for her. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a re-entry student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student files the second phase of her application, which includes a personal reference. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a re-entry student are applicable to the degree requirements.

LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST FROM the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social and financial standing at Meredith. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College. In all cases, the leave of absence should be requested within 60 days of last class attendance. If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applies for the leave of absence. She is in good social standing if she is not on social probation and if there is no case pending that would involve probation, suspension or expulsion. To be in good financial standing, a student must have paid all tuition, fees and other charges in the accounting office.

RE-ADMISSION OF FORMER STUDENTS

A STUDENT WHO WAS PREVIOUSLY ENROLLED AT Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. The exception to this policy is the student who was granted a leave of absence, who has complied with the terms of the leave and who re-enrolls within the allotted leave time.

A re-admission application, obtainable from the Office of Admissions, and a $15 non-refundable fee are required when applying for re-admission. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. In some instances the admissions staff, as a means of better determining her readiness to resume studies or for advisory purposes, may request a conference with an applicant. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. *(See pages 56-57 for a description of the academic retention policy.)* The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may apply for re-admission through the re-entry program.

PART-TIME STUDENTS

A PART-TIME STUDENT IS ONE QUALIFYING FOR A degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL OPTIONS FOR NON-DEGREE STUDENTS

NON-DEGREE STUDENTS IN THE CATEGORIES LISTED below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

— *Visiting Students*

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

— *International Visitors*

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

— *Teacher Licensure Renewal Students*

A certified public school teacher who enters for credit to be applied toward renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

— *Teacher Licensure Program Candidates*

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. *(See pages 80-91 for admission requirements and procedures and other program information.)*

— *Senior Scholars Program*

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

— *Meredith Faculty, Staff, and Administration*

Members of the Meredith College faculty, staff or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

— *Post-Baccalaureate Students*

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term. A student who wishes to complete a second baccalaureate degree should see page 45.

— *Other Non-Degree Students*

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student subject to the following conditions:

a. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

b. She may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Dean of Undergraduate Instruction and Registrar.

Such a student registers in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she may eventually wish to seek degree candidacy at Meredith should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Re-Entry Program in the Office of Continuing Education.

CONDITION OF ADMISSION

EVERY PERSON ADMITTED TO THE COLLEGE AS A student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

AN ORIENTATION PROGRAM IS PROVIDED PRIOR TO the start of classes for students entering in August. *(See page 37 for a description of the program and page 172 for the date new students are expected to arrive.)* All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in late July to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing education also sponsors a special orientation each semester for re-entry students.

SUMMER SESSION

DURING THE SUMMER, THE COLLEGE OPERATES three three-week terms. *(See page 172 for dates.)* Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.

FINANCES

MEREDITH COLLEGE ATTEMPTS TO KEEP student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall *(see pages 168-170 for a description of the residence halls),* the cost of three full meals a day for seven days a week in the dining hall, and routine services from the infirmary. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

TUITION AND FEES

FULL-TIME STUDENTS INCLUDE ALL RESIDENT STUDENTS and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

— Full-Time Students (12-18 credit hours and all resident students)

	Semester	*Year*
Resident students tuition	$3,550	$7,100
Room, board, infirmary	1,700	3,400
TOTAL	$5,250	$10,500
Commuting students tuition	$3,550	$7,100

— Part-Time Students (1-11 credit hours)

Tuition (for credit or audit)	$200 per credit hour

— Additional Course Fees

Credit in excess of 18 hours	$200 per credit hour

Applied Music

Full-time students	
1 half-hour lesson weekly	$110
2 half-hour lessons weekly	$220
Class lessons in piano	$ 95
Class lessons in guitar	$ 95
Recital fee	$110
Part-time students (for credit)	
Tuition of $200 per credit hour plus the following fees:	
1 half-hour lesson weekly	$110
2 half-hour lessons weekly	$220
Class lessons in piano	$ 95
Class lessons in guitar	$ 95
Recital fee	$110

Art

Studio fees vary up to $200 per course to cover expendable materials.

Education

EDU 439 — Student Teaching	$200

Health and Physical Education

Equitation, golf, bowling, scuba diving, lifeguarding, WSI, karate, ice skating, snow skiing, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-A — Field Experience	$ 75
SWK 402-B — Field Experience	$180

Auditing Courses

Full-time students	no charge
Part-time students	$200 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges,

— *Resident Damage Deposit*

A Resident Damage Deposit of $50 shall be paid by each resident student at Meredith College. The $50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the college.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

— *Special Fees*

Application fee for new students	$25
Application fee for students seeking re-admission	$15
Record evaluation	$ 5
Graduation fee	$50
Transcripts (each)	$ 2

Breakage fee — Students will be billed for unjustifiable damage to college property.

Health services — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the infirmary. Service is available to non-resident students for $80.00 per semester.

TERMS OF PAYMENT

— *Payment Schedule*

Advance payment for all entering students $100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $25 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students $100

All returning resident students must make this non-refundable deposit before February 15. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the Fall semester and on December 15 for the Spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the Fall semester and on March 31 for the Spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

— *Deferred Payment Plans*

Meredith offers two alternate payment plans:

OPTION 1: A student may elect to pay one-half of the semester's tuition, room and board on the due date and the remaining half at mid semester (October 31 for Fall and March 31 for Spring). There will be a $25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 2: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a $50 annual fee for this service which is administered by Academic Management Services, 50 Vision Boulevard, East Providence, Rhode Island 02914 (1-800-635-0120).

— North Carolina Legislative Tuition Grants

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1994-95 was $1,250.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

— Withdrawals/Leaves of Absence

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 57 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under Federal guidelines will be repaid to the programs from which funds were received in the following order: (1) FFELP loans (2) Federal Perkins loan (3) Federal Pell grant (4) Federal SEOG grant (5) Other title IV assistance (6) Other Federal sources of aid (7) Other state, private, or institutional aid (8) The student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

— Contractual Agreement

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROGRAM designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or handicap. A foreign applicant should consult page 20 for assistance available to students from other countries.

— *Principles and Procedures*

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1,520 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1995-96 is $12,520. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $3,025 for food and miscellaneous personal expenses, including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1995-96 is $10,625. The average expenditure for books is calculated at approximately $500 per year and is included in our estimate of annual expenses students will incur while attending Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent textbook dealer, the bookstore is fully stocked to accommodate the needs of Meredith students. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by conferring with the financial aid officer.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date)*:

1. Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Financial Assistance.

2. Complete the Free Application for Federal Student Aid and address as shown on the form. Indicate Meredith as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from the high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will file a Meredith College aid application and CSS PROFILE form, both of which are obtainable from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by February 15.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

An application for financial assistance must be filed each year if the student wishes to receive financial assistance; the form should be filed between Jan. 1 and Feb. 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by Meredith College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

Stafford loan and PLUS loan proceeds will be credited as they are received. Meredith is participating in an electronic fund transfer (EFT) procedure which enables certain lenders to transfer the funds to Meredith without issuing individual checks to students; Meredith will in turn credit the appropriate student's account. The approval/disclosure notice sent from the lender to the student will specify when the funds are to be disbursed to the College. The College will verify the student's eligibility for these funds and apply the funds to the student's account.

Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 21 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

The accounting office issues monthly checks during the school year to students having campus jobs.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if : 1)her need persists, 2) she applies by the stated deadline, 3) she is making satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

— *Types of Assistance*

Competitive Scholarships

Meredith College Academic Scholarships

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement and promise. Outstanding freshman candidates are selected to receive the awards, which are valued at $3,000 per year in 1995-96. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least six scholarship awards are available each year for entering freshmen having superior credentials. These awards are made possible through the following endowment funds:

Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship

Jessie Ball Dupont Scholarship
Durham Corporation Education Endowment Fund
General Hugh B. Hester Honors Scholarship
Paula Green Hester Honors Scholarship
Cleo and Elwood Perry Honors Scholarship
Vida Thompson Williams Scholarship

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $1,000 to $1,500 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

Art Scholarships

Eleanor Layfield Davis Scholarship
Ruby C. and Ernest P. McSwain Scholarship
Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from $400 to $1,500 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by February 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Art Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually, subject to the recipient's being a full-time student pursuing a major in art and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

A.J. Fletcher Scholarship
Robert H. Lewis Scholarship
Music Talent Scholarships
Mary Perry Beddingfield Scholarship

Each year one A.J. Fletcher Scholarship, one Robert H. Lewis Scholarship, three Music Talent Scholarships, and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarships is for $7,500 per year. The Robert H. Lewis Scholarship is for $2,000 per year. A Music Talent Scholarship varies from $500 to $1,500 per year, according to the recipient's financial need. The Mary Perry Beddingfield Scholarship is for $350 per year.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship, or the Mary Perry Beddingfield Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College awards each year to an entering freshman one Sandra Graham Shelton Scholarship in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is $1,450 per year. It is renewed annually, for a total of four years, subject to the recipient's being a full-time student pursuing a major in interior design and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Meredith College Scholarship for Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is $2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted in a full-time program of study.

Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is $2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the $5,000 per year scholarship/loan provided by the State, recipients who enroll at Meredith will receive grants coordinated by the College to assure that tuition and room and board expenses are covered. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award — a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award — a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.

2. Provide all information requested in the application instructions and participate in any required interviews. At

both the local and regional levels, interviews with a screening committee will be part of the selection process.

3. File a Meredith College Financial Aid Application and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 250 *and* an overall G.P.A. of 250, pursuing a program leading to teacher certification, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for $200 to $400 per year, depending upon the Acteens achievement level the student has obtained.

Studiact Level of Achievement	*Per Year Value*	*Four-Year Total Value*
Queen or Service Aide	$200	$ 800
Queen with a Scepter	$250	$1,000
Queen Regent	$300	$1,200
Queen Regent in Service	$350	$1,400
Service Aide	$400	$1,600
State Acteen Citation	$450	$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 26508, Raleigh, NC 27611-1107.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Funds
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W.A. Thomas Student Loan

The following scholarships are also available:

George L. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Ballou Trust
Dr. J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. and Irene Bonhardt Scholarship
Annie and John Bostic Scholarship
Branch Banking & Trust Scholarship
Charles Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
James E. and Mary Z. Bryan Scholarship
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship

Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Z.M. Caveness Scholarship
Centura Bank Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancey Memorial Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1952 Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Edwin S. and Goldie Coates Scholarship
Inabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Norma Baker Cook Art Scholarship
Beulah Rimmer Craig Scholarship
Barham and Bertha Langdon Creech Scholarship
Iris Culler Creech Scholarship
Roger H. Crook Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Essie Dale Hunter Dickson Scholarship
Beatrice E. Donley Scholarship
Elizabeth James Dotterer First Family Scholarship
Durham Corporation Education Endowment Fund
Phyllis Edwards Scholarship
Lucille Lawrence Ellis Scholarship
Myrtle Hart Farmer Scholarship
Farrior Sisters Scholarship
Lucy Teague Fassett Scholarship
Dr. James Grady Faulk First Family Scholarship
First Citizen Scholarhips
First Union Scholarship
Fiske-Rose Scholarship
Foreign Language Scholarship
Nannie S. Gaddy Scholarship
Katherine Papadakis Georgallis Scholarship
Goodwin Girls First Family Scholarship
Wense & Marion Grabarek Scholarship
Lillie Grandy Scholarship
Mae Grimmer Scholarship
Carolyn and Frank Grubbs Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus F. and Bessie S. Hall Memorial Fund
Fuller B. Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Graduate Scholarship
Mattie Jenkins Henderson Scholarship
Ruth Hilliard Hensley Music Scholarship
History and Politics Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M.A. Horner Scholarship
Mabel Andrews House Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Hattie McCauley and Arthur James Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Ione K. and Thomas B. Knight First Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Hoggard Maddrey Scholarship
Mangum Scholarship
Gail Newton Martin Scholarship
Mr. and Mrs. W.H. Matthews Scholarship
Anna Elizabeth Liles Maynard Scholarship
Quentin Oliver McAllister Scholarship
Mona Blevins McGilvray Scholarship
Wilma L. McCurdy Scholarship
Mary Mac Stroud McLean Scholarship
Ralph McLain Memorial Award
Margaret Mason McManus Scholarship
Leroy Martin Scholarship
Charles E. Merrill Scholarship
Emma Bronson Miller Scholarship
Everett Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
Nations Bank Scholarship
Margaret Grayson Nelson Scholarship
First Baptist Church New Bern Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Newlin Memorial Scholarship
Mary Crawford Norwood Scholarship
Marguerite Warren Noel First Family Scholarship
Lois Griswold Outland Scholarship
Gladys Blaylock Page First Family Scholarship

Margaret Faucette Parker Music Scholarship
Elizabeth Fleischman Patrick Scholarship
Perry-Harris Scholarship
Carolyn Peacock Poole Scholarship
Virginia Brach Pope Scholarship
Ida Poteat Scholarship
Theodore Presser Scholarship
Helen Price/Kappa Nu Sigma Scholarship
Thomas B. Pruitt Scholarship
Carlton Sylvester Prickett Scholarship
Public Service Company of North Carolina Scholarship
Oliver Davis Revell Scholarship
Z. Smith Reynolds Scholarship
Virginia Lancaster Robertson Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship
Alice Goodman and Daniel Satisky Scholarship
Dorothy Hunt Sides Scholarship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Ruth F. Singleton Scholarship
Louise Shingleton Shivers Scholarship for Creative Writing
Theola R. Stewart First Family
Viola Jones Strickland Scholarship
Oliver Larkin Stringfield Scholastic Fund
Jane Watkins Sullivan Scholarship
Emma Barber Towler Memorial Scholarship
Lucretia Dean Vick Travel Award
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Wescott-Daniels Memorial Scholarship
Cecile Ward White Scholarship
Lettie Pate Whitehead Scholarships
Martha McKeel Whitehurst Scholarship
Duvall Williams Scholarship
Lena Mae Williams and Lena Stone Williams Music Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Womble Scholarship
Clara Young Woodall Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship
John Yarborough Award

Campus Employment

A variety of on-campus jobs are available as a financial assistance resource. For the recipient, the estimated earnings are included in her assistance award. Monthly compensation is paid directly to the student.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students and must be making satisfactory progress toward graduation.

Federal Pell Grant

These federally sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources.

No separate application is required as the Free Application for Federal Student Aid (FAFSA) serves as the application when it is properly completed. Following an analysis of the FAFSA a Student Aid Report (SAR) is sent to the student. The student should send the SAR to the Meredith Financial Assistance Office regardless of her eligibility.

Federal Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need. Priority must be given to students receiving Pell Grants.

Federal Perkins Loan

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins nine months after graduation, at termination of study, or at reduction to less than half-time study.

Federal Work-Study Program

Many of the students assigned to campus employment are participating in the federally sponsored Federal Work-Study Program.

Federal Subsidized Stafford Loan Program (formerly Guaranteed Student Loan)

Under this program, a student may be eligible to borrow as much as $2,625 for the first year of college, $3,500 for the second year, and up to $5,500 for the third and fourth year. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. Any student attending Meredith may obtain an application by writing College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605. If the student lives out of state, she may prefer to inquire about the source of applications from the Educational Assistance Authority for her state of legal residence.

Unsubsidized Federal Stafford Loan

This is a new program open to students who may not qualify for or may qualify for only a partially subsidized Federal Stafford Loan as described in the preceding section. The same terms and conditions apply as in the subsidized Federal Stafford Loan program except that the student is responsible for the interest that accrues while she is in college.

PLUS Loans

Parent(s) of dependent students may borrow through the PLUS program. Under this program there are no income restrictions, however, the borrower must not have an adverse credit history.

Parent(s) of a dependent student may borrow up to the cost of education minus any financial assistance. Applications and details are available from College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1994-95 was $1,250. A student must complete an annual application in the Office of the Registrar in order to receive this grant. *(See page 27.)*

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605. To apply, the student must complete the FAFSA form which gives permission to send data to the State agency.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

Prospective Teachers

Consult your high school guidance counselor for information and applications for the following programs:

N.C. Teaching Fellows Awards
N.C. Prospective Teacher Scholarship

Out-of-State Programs

Non North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.

STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to its student community. The College has a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence-life and commuter programs, avenues for developing leadership potential, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in the college committees that consider academic programs, instructional matters, and cultural events, as well as student-life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development: including dean of students; residence directors; commuter life; campus ministry; counseling; student activities; career center; community resources; academic success seminars; international programming; and social, recreational, and cultural events.

STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The *Student Handbook* is reviewed in several training sessions to familiarize the new student with campus life at Meredith. Orientation and handbook training sessions continue in small groups throughout the new student's adjustment to college and the community.

CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committeeand other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; and Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; syndicated columnist Erma Bombeck; and United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith student, faculty and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus and the Meredith Chorale appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. The *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Anything Goes, Tintypes, Toys in the Attic, The Rimers of Eldritch*, a Christmas concert, and a spring dance concert.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings a variety of bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, in Chapel Hill, in Durham, in Greensboro, and in Winston-Salem, offers a host of cultural and social activities.

STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 43-45.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas are Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUdents as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

— *Honor System*

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the community to the attention of that student.

STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-GOVerning operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Resident Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

— *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook.* A synthesis of the material in this publication is sent to all entering students in the summer prior to matriculation in August.

— *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review periodically all student regulations.

STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE ANOTHER means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests and abilities. Meredith students can choose from over 75 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. The *Herald,* the student newspaper, is published weekly for the purpose of communicating information and voicing student opinion. The *Acorn,* the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves.*

The areas of involvement include student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the socials, forums, and service projects on this campus and for the overall effectiveness of these organizations.For more information contact the Office of Student Activities and Leadership Development.

— *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although having originated as literary societies, the Astrotekton and Philaretian societies now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERitage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, and the Jo Welch Hull Lectures in Christian Life. Each of these annual events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. A fitness center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities, along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

THE ORGANIZATION AND ACTIVITIES OF THE INTERcollegiate athletic program are administered by the Department of Health, Physical Education, and Dance–an academic department under the Vice President and Dean of the College. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith does not offer athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

RESIDENCE

SEVEN RESIDENCE HALLS ARE AVAILABLE FOR ONcampus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted.

Freshmen are usually assigned to Carroll, Stringfield, Brewer and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the Director of Residence Life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as Resident Assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as Resident Assistants in the other residence halls. Two Residence Directors live in the freshman residence halls, and four other residence directors are available to the upperclass students.

Residence halls are a living/learning environment which provids a supportive community for student development.

- Freshman and sophomre students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) a close relative. Freshman and transfer students who enter the College over the age of 21 may apply for special permission to live off campus.
- Juniors and seniors may apply to live off campus.
- Campus housing is available to undergraduate students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request for an extension of on-campus accomodations to the Director of Housing for consideration. Foreign students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- Residential policies will be reviewed annually.

— *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming a part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mailboxes, telephones, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for commuter and resident students alike.

COMPUTER SERVICES

A CAMPUS-WIDE NETWORK PROVIDES E-MAIL, Internet access, and ALIS (Library Computer System) access. All academic buildings, all dormitories and most other campus buildings are part of the campus network.

The are three computer laboratories. The labs are located in Harris, Joyner and Ledford buildings. Each lab houses twenty 486-based computers and 20 ink jet printers. All lab computers are part of the campus network. Word-processing software is available in every lab. Each lab contains a variety of other software packages. Other smaller computer labs are located in several of the classroom buildings.

Each dorm and the study area in Cate Center has a group of computers connected to the campus network. All dorm rooms are wired for access to the campus network.

Meredith College has a gopher on Internet at gopher.meredith.edu. The Meredith home page is located at www.meredith.edu/meredith/.

HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the Director of Health Services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty or on call 24 hours a day. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to physicians located off campus or to family physicians. It is the purpose of the physicians and nurses to prevent illness by means of informing the students about good health practices.

COUNSELING

— *Career Planning*

The Meredith Career Center, located in the Cate Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A for-credit career planning seminar, open to all students, is offered during the fall and spring semesters. Campus recruiting, resume referral services, and graduate school and career fairs are available to seniors as they begin to implement their plans for graduate study or careers.

— *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See pages 49-51 for further details.

— *Personal Counseling*

Professional counselors are available on campus to talk confidentially with any student who has a personal concern of any kind — social, emotional or academic. In addition to the counseling service, the counselors also have information about available off-campus resources which may be pertinent to sutdents' needs. Students are encouraged to call the counseling office at any time or to stop by during office hours to schedule an appointment. The Counseling Center offices are located on the second floor of Carroll Hall above the Health Center.

— *Counseling Center*

The Counseling Center is designed to help students explore personal growth issues by providing a safe, confidential and comfortable atmosphere. The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional or academic — with counselors who are degreed and licensed. All counseling services are ***free*** and ***confidential.*** In addition to counseling services, the Counseling Center offers Learning Disability and A.D.D. consultation, psychological consultation, and general referral services. Staff also coordinates an outreach program with peer Educators as facilitators. Lastly, the center houses a small resource library for students and staff. Students are encouraged to call the counseling office at 829-8427 anytime or stop by during office hours to make an appointment. The Counseling Center is located on the second floor of Carroll Hall, above the Health Center.

— *Freshman Seminar*

All freshmen are expected to attend Freshman Seminar during the fall semester. Sessions are designed to enhance the academic, social, and personal adjustment of the student to college life.

ACADEMICS: PROGRAMS AND REGULATIONS

MEREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, elementary education, and music: the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistance Program and a Graduate Nutrition Certificate.

CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue. Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

DEGREE PROGRAMS

— *Requirements for All Degrees*

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted; (2) all courses attempted at Meredith; and (3) all courses attempted at Meredith in her major subject(s).

— *Requirements for the Bachelor of Arts and Bachelor of Science Degrees*

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on pages 44-45.

General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of mankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests. She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health and physical education.

I. Humanities and fine arts.................27-30 credit hours
  A. English composition ....3-6 credit hours
    Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
  B. Foreign language ....6 credit hours
    (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
  C. Literature 6 credit hours
    1. A 3-hour course in major British authors
    2. *A 3-hour course in English, American. or world literature, or any literature course in a foreign language*
  D. Religion 6 credit hours
    1. Religion 100
    2. *Any advanced 3 hour course in religion*
  E. *Elective 6 credit hours*
    Must include at least two of the following categories: art; dance theory or history; music; philosophy; speech; theatre.
II. Social and behavioral sciences.............12 credit hours
  A. History of Western Civilization ......3 credit hours
  B. *Electives* 9 credit hours
    Must include at least two of the following categories: economics; cultural geography; sociology and anthropology; politics; psychology. Additional choices may be from any of the social and behavioral sciences, including history.
III. Mathematics and natural sciences
    minimum of ....13 credit hours
  A. One laboratory course chosen from biology, chemistry, or physics......................4 credit hours
  B One course in mathematics............3 credit hours
  C. *Electives 6 credit hours*
    To be taken from two of the following: biology; chemistry; physical geography; physics; or mathematics.
IV. Health, physical education,
    and dance ....4-6 credit hours
    Include four hours of activity courses or three hours of activity courses and a course in health or first aid.
V. Capstone studies
    One capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional capstone courses may be taken as pure electives.

NOTE: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 59-144. Substitutions in the requirements for a major may be made by the head of the department in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

Bachelor of Arts

American Civilization
Art
Biology
Chemistry
Dance
Economics
English
French
History
International Studies
Mathematics
Music
Political Studies
Psychology
Religion
Social Work
Sociology
Spanish
Speech Communication
Theatre

Bachelor of Science

Accounting
Biology
Business Administration
Chemistry
Child Development
Clothing and Fashion Merchandising
Foods and Nutrition
Health Science
Home Economics
Interior Design
International Business
Mathematics
Computers and Mathematical Sciences
Medical Technology

Bachelor of Music

Applied Music
Music Education

Teacher education is described on pages 80-91.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All conrract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible, normally approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. *Departmental* — Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.

2. *Interdisciplinary* — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

— Minors

A student may choose to complete a minor area of concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

— Requirements for the Bachelor of Music Degree

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 122-127.

— Requirements for a Second Baccalaureate Degree, Major or Minor

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.

2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior. A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required.

THE HONORS PROGRAM

THE HONORS PROGRAM OFFERS THE INTELLECTUally gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

— The Honors Curriculum

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. It includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses ....7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options of biology, chemistry, and physics.

Honors Colloquia ....6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field................................6 hours

To heighten the participant's understanding of the knowledge skills and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

Honors Elective ....6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses for which the student contracts for honors work and credit
- Independent study

Honors Thesis or Equivalent Project ....3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

CAREER DIRECTION

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, human environmental sciences, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice *(see page 41).*

— *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

— *Medical Technology Program*

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA-approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. *(For specific requirements, see pages 68-69.)*

— *Nursing Transfer Curriculum*

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who would hold an associate degree or diploma in nursing enter Meredith through the re-entry option provided by continuing education *(see page 20).* The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with nearby BSN-granting institutions to select appropriate courses. *(For more information, see pages 13 and 54.)*

— *Physician Assistant Program*

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. *(For specific requirements, see pages 67-68.)*

— *Dietetic Internship*

The Dietetic Internship was established in 1994 as a post-baccalaureate supervised practice program. Students work in three nine-week rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrichment experience of their choice. Students take two three-hour graduate credit courses: Clinical Nutrition Seminar and Pediatric Nutrition. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitians. They will have acquired competence for an entry-level position in clinical nutrition, food service management, or community nutrition.

— *Professional Communications*

Coordinated by the Department of English, the Concentration in Professional Communications is an 18-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. *(Concentration requirements are on page 94.)*

— *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 107..

— *Teacher Education*

Meredith College offers state-approved competency-based teacher education programs leading to initial North Carolina teaching license in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, and Spanish; and occupational education: business and office education and home economics education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education and reading K-12. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

— *Teaching Fellows Program*

The Teaching Fellows Program offers talented North Carolina students, who choose teaching as a first career option, unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program relevant to their program of study. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to meet the full cost of tuition, room and board, provided the award winners meet the program requirements. *(For more information about the award, see pages 13 and 31.)*

CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH COMMUNITY are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

CONTINUING EDUCATION

CONTINUING EDUCATION AT MEREDITH PROVIDES access to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and noncredit, are as follows:

— *Re-entry/Academic Credit Programs*

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student *(see page 17)* or through special admission as a re-entry student *(see page 20).* Because the re-entry option involves pre-admission advising and an individually tailored preliminary program, even those eligible for regular admission generally follow this special procedure.

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

— *Enrichment Programs*

Courses in the Enrichment Program award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work but are recognized nationwide by businesses, agencies and institutions for certification and advancement purposes. Many enrichment courses also award Teacher Renewal Credits (TRCs) which can be used for teacher continuing certification in North Carolina. The Enrichment Program provides opportunities for women, men and children to enrich their lives through a variety of programs offered each semester, including summer. Continuing Education programs are open to Meredith College students, faculty and staff on the same basis as the community at large. Academic credit is available for Meredith College students who participate in the Great Decisions Lecture Series each spring.

— *Certificate Programs*

Legal Assistants Program

In recent years, there has been a growing interest nationwide in the paralegal profession and the opportunities it offers for employment. Since 1980, over 500 women have started their careers in this rapidly growing field by completing the Legal Assistant Certificate at Meredith College.

The Meredith Legal Assistants Program is a professional certificate program for women with a bachelor's degree in any major. It is approved by the American Bar Association and is the only ABA-approved paralegal certificate program in North Carolina which can be completed in a single semester. With full and part-time schedules, the program attracts both recent college graduates and women seeking a new career direction.

Legal assistants, or paralegals, are non-lawyer legal professionals, persons with knowledge of legal concepts and procedures who work under an attorney's supervision in a team approach to law practice. While paralegals cannot give legal advice, appear in court, accept a case or set a fee, they carry out a wide variety of responsible, substantive duties in handling a lawsuit or other legal transactions for a client.

Meredith Legal Assistants Program graduates work in law firms, corporations and government agencies across North Carolina and beyond. Many have found employment as a paralegal to be a rewarding career in itself. Others have used their training as a springboard to law school, or to careers in such fields as purchasing, human resources, and real estate management.

The program is designed for either the full- or part-time student who holds a full-time job. Students may choose from two-semester or three-semester evening schedules, or a thirteen-week intensive schedule of day and evening classes currently offered in the summer only.

The program is open to women who have earned a baccalaureate degree from an accredited college or university. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics, and are recommended for students considering applying to law school *(see page 111).* Further information about the Legal Assistants Program is available from the Office of Continuing Education.

INDIVIDUALIZED OPTIONS

— *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. *(See page 59.)*

— *Cooperative Education*

Cooperative education is a program which gives students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

— *Cooperating Raleigh Colleges*

Meredith, Peace, Saint Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide ordinarily, without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

— *ROTC Opportunities through Cooperating Raleigh Colleges*

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

— *International Studies*

Meredith Abroad in Italy and England

Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Italy) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

Meredith Abroad — Special Summer Opportunities

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Greece, Israel, Mexico, and Spain. Art, history, and religion have regularly combined to offer students opportunities to study in a wide variety of venues, including France, Greece, Italy, Egypt, Turkey, and eastern Europe.

In the recent past, the Department of Biology sponsored a program in arctic Russia; the Department of Business sponsored a program in the United Kingdom; and the Department of Education, in New Zealand.

Junior Year in England

Meredith has exchange programs with two institutions of higher learning in Hull, England, a Raleigh Sister City. Meredith juniors can apply for study at Humberside University or at the University of Hull. Our exchange agreement with these institutions allows students to study in England at costs comparable to those at Meredith.

Semester in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

Art Program in Italy

Art students above the freshman level may apply for a five-week program of study in Florence and surrounding Tuscany. Six credits of drawing and painting can be earned, with the option for additional credits for independent study in art history. An additional required credit is earned during Spring semester to prepare students for the trip.

People's Republic of China

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the director of international studies.

Semester in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

Japan

Meredith has an exchange agreement with Obirin University in Tokyo. Students interested in studying Japanese language and culture should contact the director of international studies.

— *Individual Participation in Programs of Other Institutions*

The director of international studies assists Meredith students in learning about opportunities sponsored by other American colleges and universities and by international institutions for study abroad.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

The Washington Center

Meredith students may elect to participate in an internship or an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any student who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

— *Correspondence Credit*

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

— *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION CONSISTing of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other

Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

— *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, *the student is finally responsible for her own program.* Special advisers are appointed to assist in preprofessional planning.

— *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

— *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements *(pages 43-44)* and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make proper arrangements.

— *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. *Since the student is finally responsible for fulfilling graduation requirements*, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the College.

— *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. A formal commencement program is held in May for graduates who qualify in August, December, or May and wish to participate. Only persons who fully meet the requirements for graduation and are receiving a degree may participate in the formal commencement program held in May. *No exceptions are made.*

— *Graduate Examinations*

Students interested is graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through the Office of Career Services or at other established testing centers. Other graduate/professional admission tests packets are available through Career Services including the MCAT, LSAT, GMAT, DAT VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Office of Career Services.

— *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. *(See page 55, Grading System).* All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

— *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

— *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

— *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see page 18. Students in residence should apply directly to the department concerned or to the registrar.

— *Auditing Courses*

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

— *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-institutions. If a transfer enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at a regionally accredited four-year college.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physicians assistant program or medical technology program will complete the last year of her work at Bowman Gray Medical School of Wake Forest University or at Duke Medical School, respectively.

— *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Meredith credits are recorded in semester hours and are evaluated with letter grades 'A' through 'F' *(see page 55 for a complete explanation of the grading system at Meredith)* on the 4.0 scale. Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

— *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

— *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

— *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. *(See pages 130-131 for list of ensemble courses.)*

— *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education or dance must be approved by the head of the Department of Health, Physical Education, and Dance and by the dean of the College or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

EACH COURSE RECEIVES ONE OFFICIAL SEMESTER grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

— *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
N	An interim grade assigned when there is no report by the instructor.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
WF	The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. A grade of WF is equivalent to an F for grade point averages and is NOT removed by a repeat WP in the course.
WP	The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes. *NOTE: Read thoroughly the WF statement immediately above.*
W	The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
Au	The student completed a satisfactory audit.

— *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

— *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

ACADEMIC RECOGNITION

— *Classification*

Each student is classified on the following basis:

Classification	*Semester Hours Credit*
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

— *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

— *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.
2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude.*

RECORDS

— *Registration*

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

— *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. A fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

SATISFACTORY PROGRESS, RETENTION AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE COLlege, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart*:

Total Hours Attempted	*Minimum Expected Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for re-admission and, if readmitted, re-enroll for any subsequent semester if space is available. A readmitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a re-admitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice president and dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice president and dean of the College to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

OFFICIAL WITHDRAWAL

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For re-entry students, withdrawal is effected through the Office of Continuing Education. Students failing to make official withdrawal within 60 days of last class attendance, forfeit the right of honorable dismissal and financial adjustments.

For the leave of absence policy see page 21. If a student does not officially withdraw within 60 days of last class attendance she forfeits her right to any adjustment of her charges.

---

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Scholarships and Financial Assistance.

Degrees and Majors

Meredith offers three undergraduate degrees — Bachelor of Arts, Bachelor of Music and Bachelor of Science — with majors in the following areas:

- Accounting
- American Civilization
- Applied Music — *Instrument* • *Keyboard* • *Piano Pedagogy* • *Voice*
- Art — *Art Education* • *Art History* • *Graphic Design* • *Studio Art*
- Biology _ Environmental Science
- Business Administration — *Economics* • *Management* • *Marketing*
- Chemistry
- Child Development
- Clothing and Fashion Merchandising
- Computer and Mathematical Sciences
- Dance
- Economics
- English
- Foods and Nutrition — *Food Service Management* • *Nutrition*
- French
- Health Science
- History
- Home Economics
- Interior Design
- International Business
- International Studies
- Mathematics
- Medical Technology
- Music
- Music Education
- Political Studies
- Psychology
- Religion
- Social Work
- Sociology
- Spanish
- Speech Communication
- Theatre
- Self-Designed Major

— Italics denote concentrations available in the major.

Minors

Meredith also offers minors in a wide variety of disciplines:

- Accounting
- Biology
- Business Administration
- Chemical Physics
- Chemistry
- Child Development
- Clothing and Fashion Merchandising
- Computer Science
- Cross-Cultural Skills
- Dance
- Economics
- Finance
- Foods and Nutrition
- French
- Geography
- History
- Home Economics
- Interior Design
- Management
- Marketing
- Mathematics
- Mathematics/Computer Applications
- Musical Theatre
- Philosophy
- Physical Education (emphases: fitness, teaching, coaching)
- Psychology
- Religion
- Spanish
- Speech Communication
- Statistics
- Theatre
- Women's Studies

Licensure programs are offered in School Social Work and Teacher Education. Meredith is a Teaching Fellows institution for the State of North Carolina.

Pre-professional preparation is available in a number of areas, including medicine, dentistry, law and veterinary medicine.

Concentrations such as criminal justice and professional communications are available in addition to a major.

COURSES OF STUDY

- *Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.*
- *Brackets enclosing the number and title of a course indicate that the course is not given for the current year.*
- *The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.*
- *A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.*

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.
3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

SEVERAL DEPARTMENTS INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 *hours*

IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

Spring 3 *hours*

CROSS-CULTURAL SKILLS MINOR

An interdisciplinary Cross-Cultural Skills minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

I. CAP 950 — Awareness and Discovery or comparable course (3 hours)
II. Approved Study/Work Abroad (minimum eight consecutive weeks)
III. Foreign Language (6 hours in the same language, 300-level or above)
IV. Approved Global Perspective Electives (6 hours)
V. Approved International Perspective in the Major (3 hours)
VI. Portfolio (1 hour)

N.B. No more than 9 hours taken for credit for this minor can be used to meet any other major or minor requirements.

CAPSTONE STUDIES

A capstone course serves as a culminating experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A holistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: Minimum 75 credit hours completed at the time of registration. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

3 hours

Note: Check current registration information for additional course offerings.

CAP 401 LIVING REVOLUTION

This course examines revolutionary developments that have transformed pat human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

3 hours

CAP 402 THE POWER OF LITERACY

A course designed to acquaint the student with the social and intellectual implications of literacy. Literacy and illiteracy will be examined in historical, philosophical, scientific, and contemporary contexts. Various types of functional illiteracy will be explored, including computer or technological literacy, mathematical illiteracy (innumeracy), etc. In addition, each student will read a classic work in her own major field, and will participate in discussions of her text with classmates from other disciplines. Students will be required to examine their knowledge, skills, and values in relations to course content and devise a means of acting upon them. There is a strong emphasis throughout the course on synthesis of information and thinking skills. Students completing the courses should become more sophisticated readers and listeners.

3 hours

CAP 403 MOTHER EARTH

This course is an examination of the interactions of humans with and within our natural environment. We will discuss environmental issues such as waste disposal, habitat destruction, and pesticide use, in the context of learning how to critically analyze the problems, consider possible options, and make educated decisions involving these issues. In this regard, we will examine these issues from multiple perspectives, including ecological significance, historical background, political and economic considerations, and societal impact. Students will be encouraged to ask questions and explore issues from the basis of their own concerns, interests, and knowledge. In addition, the relationships between nature and art, literature, and religion will also be studied, and students will be encouraged to examine their own knowledge and skills and clarify their own values regarding nature. Activities such as outdoor trips, reading from classic and contemporary literature, and group action projects will be focused toward understanding how natural processes and human-imposed processes shape our Mother Earth.

3 hours

CAP 404 CONFLICT AND HUMANITY

This capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies—both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

3 hours

CAP 405 COMING OF AGE IN THE MILKY WAY

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and ourselves, our values, and our society? What are the limits of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious and consistent. (And yes—we will look through telescopes!)

3 hours

WOMEN'S STUDIES

VARIOUS DEPARTMENTS INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

CAREER STUDIES

CPS 101 CAREER PLANNING FOR FRESHMEN AND SOPHOMORES

This course offers first- and second-year students the opportunity, through interest, skill, and personal assessments, to explore possible choices of major study and career fields. Decision making, goal setting, resume writing, interviewing strategies, and professional development are among the topics presented and practiced. Pass-fail grading only.

1 hour

CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to specific job strategies, and to the concept of career development as a lifelong process. Pass-fail grading only.

1 hour

COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with or paralleling academic study. Prerequisites: Sophomore standing. 2.0 minimum GPA. Pass-fail grading only. The number of hours credit is determined by the number of hours worked. All work experience must by approved the Cooperative Education Director.

1 to 4 hours

COE 403 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

1 to 4 hours

ART

Associate Professor Bailey, Head; Associate Professor Parker; Assistant Professors Armstrong, Banker, Robinson, Fitz-Simons and Short; Adjuncts Beatty, Givvines, Haeffele, Mulvaney, Scherr, and Springer; Greenberg, Emeritus

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Transfer students should have portfolio review before registering for art classes.

All art majors are required to complete a core curriculum of 20 credit hours. The addition of six hours in art history, six hours in studio art, and six elective hours in upper-level studio courses meets the minimum requirement of 38 hours in art for the Bachelor of Arts degree. If the student wishes to pursue specialized development in a particular area of art, she is encouraged to add a concentration in studio art, art history, graphic design, or art education to her art major. Internships are available and encouraged for art majors. Through special studies courses, arranged with individual faculty members, a student may add even greater depth of her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrnage through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through their own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete all core curriculum requirements for a major. All art classes can be taken by the non-degree student on a space available basis through Continuing Education. Contact the art department for further information for all of these policies.

— Requirements for a Major

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I	3
ART 105 2-D Design	3
ART 106 Color Theory	3
ART 221 Art History Survey I	3
ART 222 Art History Survey II	3
ART 493 Senior Seminar	2
ART 494 Senior Project	1
TOTAL Core Hours	20

— Requirements for a Major in Art with No Concentration

I. The Core Curriculum 20
II. Art History 6
  ART 324 Topics in Modern 3
  ART History Elective (3)
III. Studio 12
  ART 102 Drawing II (3)
  ART 107 3-D Design (3)
  Art Electives (6) (3 hours from the 200 level or above)
TOTAL hours for the major 38

Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many fields as a professional. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and provide time for internships.

Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum 20
II. Art History 6
  ART 324 Topics in Modern Art History (3)
  Art History Elective (3)
III. Studio Art Concentration 21
  ART 102 Drawing II (3)
  ART 107 3-D Design (3)
  Studio Area Concentration (15)
TOTAL hours for the major 47

Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

Requirements for a Major in Art with a Concentration in Graphic Design:

I. The Core Curriculum....................................20
II. ART 102 Drawing II..3
III. Graphic Design Concentration........................28
A. Required Courses......................................19
ART 140 Introduction to Graphic Communications (3)
ART 245 Typography and Layout (3)
ART 247 Techniques of Illustration (3)
ART 230 Photography I (3)
ART 341 Processes and Production (3)
ART 440 Advertising Design, ART 441 Advanced Illustration, or ART 442 Publication Design (3)
ART 490 Professional Design Studio (1)
B. Related electives approved by faculty adviser...9

Suggested courses that may be taken to fulfill the elective requirement:

ART 301 Life Drawing (3)
ART 330 Advanced Photography (3)
ART 440 Advertising Design (3)
ART 441 Advanced Illustration (3)
ART 442 Publication Design (3)
ART 490 Professional Design Studio (1-2)
(in addition to the required 1 credit hour)
ART 930 Community Internship (2-4)

Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides sufficient preparation for her entrance into graduate school or any of the various professional fields that revolve around the management of art, i.e. museums, community-based arts organizations or commercial arts enterprises.

The Art History Concentration requires 15 hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

Requirements for a Major in Art with a Concentration in Art History:

I. The Core Curriculum....................................20
II. Studio Art...3
ART 107 Three Dimensional Design.................3
III. Art History..15
ART 324 Topics in Modern Art History (3)
Art history courses beyond the core (12)
IV. Electives approved by faculty adviser.................9
TOTAL hours for the major......................................47

Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

Requirements for a Major in Art with a Concentration in Art Education:

I. The Core Curriculum....................................20
II. Art History...6
ART 324 Topics in Modern Art (3)
Art History Elective (3)
III. Studio...21
ART 102 Drawing II (3)
ART 107 3-D Design (3)
ART 210 Beginning Painting (3)
ART 260 Ceramics (3)
ART 265 Sculpture (3)
ART 270 Fiber or Metal Crafts (3)
ART 350 Printmaking (3)
IV. Professional Education 32
ART 734 Elementary School Methods (3)
ART 735 Middle School Methods (3)
ART 736 High School Methods (3)
EDU 232 Foundations (3)
EDU 234 Ed Psych (3)
PSY 210 Developmental or PSY 310 (3)
PSY 312 Exceptional (3)
SOC 335 Ethnic Relations (3)
EDU 439 Student Teaching (6)
EDU 441 Audio/Visual (1)
EDU 471 Reading (1)
TOTAL hours for the major......................................79

— Curriculum

Art History

ART 220 INTRODUCTION TO NON-WESTERN ART

Selected works from various non-western societies, such as India, Japan, China, and Africa are studied within the context of their cultures and are compared to western art.

Spring *3 hours*

ART 221 SURVEY OF WESTERN ART — PREHISTORY-GOTHIC

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period. Open to all students as a humanities and fine arts elective.

Fall *3 hours*

ART 222 SURVEY OF WESTERN ART HISTORY — EARLY RENAISSANCE - PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art. Open to all students as a humanities and fine arts elective.

Spring *3 hours*

ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

Spring *3 hours*

ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Topics are on a three-semester rotation and may be repeated for credit. Prerequisites: ART 221 or 222 or by permission.

Fall *3 hours*

Studio Art

(Studio fees are assessed for most studio courses.)

ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with practical application through studio projects and papers. Art careers are discussed by professional artists and designers in their work spaces.

Fall *2 hours*

ART 101 DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.

3 hours

ART 102 DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I. Color is introduced through various media. Prerequisite: ART 101. Six studio hours per week.

3 hours

ART 105 TWO-DIMENSIONAL DESIGN

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.

3 hours

ART 106 COLOR THEORY

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 101 and ART 105. Six studio hours per week.

3 hours

ART 107 BASIC THREE-DIMENSIONAL DESIGN

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

3 hours

ART 301 LIFE DRAWING

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit. Six studio hours per week.

3 hours

ART 210 BEGINNING PAINTING — OIL AND WATER COLOR

An introduction to the basic techniques and media of oil and water color painting. Six studio hours per week. Prerequisite: ART 101, 105 and 106 or permission. May be repeated for credit.

3 hours

ART 310 ADVANCED PAINTING

An extension of the concepts and techniques encountered in ART 210 with an emphasis upon individual production and experimental techniques. Prerequisite: ART 210. May be repeated for credit. Six studio hours per week.

3 hours

ART 230 BEGINNING PHOTOGRAPHY

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings. Six studio hours per week.

3 hours

ART 231 INTERMEDIATE PHOTOGRAPHY

An extension of the concepts and techniques encountered in ART 230, with an emphasis on experimental

techniques and the pursuit of photography as a fine art form. Prerequisite: ART 230. May be repeated for credit. Six studio hours per week.
Spring *3 hours*

ART 330 ADVANCED PHOTOGRAPHY

The emphasis in this course will vary by semester through several professional dimensions of photography, including the zone system, color photography, portrait photography, photography for advertising, and photo journalism. Prerequisite: ART 230. May be repeated for credit. Six studio hours per week.
Fall *3 hours*

ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to prepare effectively simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites. Six studio hours per week.
Fall *3 hours*

ART 245 TYPOGRAPHY AND LAYOUT

A study of the uses of typography and the composition of visual information for the designer. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication through the printed page. Prerequisites: ART 101, 105, and 140. Six studio hours per week.
Spring *3 hours*

ART 247 TECHNIQUES OF ILLUSTRATION

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 101, 105, 106, and either ART 102 or ID 243. Six studio hours per week.
3 hours

ART 341 PROCESSES AND PRODUCTION

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 230, 245. Six studio hours per week.
Fall *3 hours*

ART 490 PROFESSIONAL DESIGN STUDIO

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit. Six studio hours per week.
Fall *1 hour*

ART 440 ADVERTISING DESIGN

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication. Prerequisite: ART 341. Six studio hours per week.
Spring *3 hours*

ART 441 ADVANCED ILLUSTRATION

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 247. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 247 and 341 or permission. Six studio hours per week.
Spring *3 hours*

ART 442 PUBLICATION DESIGN

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 341. Six studio hours per week.
Fall *3 hours*

ART 350 PRINTMAKING I

Emphasis on Intaglio and relief processes, which may include etching, woodcut, linoleum, and experiements in monoprint and monotype. Prerequisites: ART 101 and 102 or permission. Six studio hours per week.
Spring *3 hours*

ART 351 PRINTMAKING II

Editions produced by incorporating Intaglio and/or relief multi-plate techniques. Prerequisites: ART 101, 102, and 350. May be repeated for credit.
3 hours

ART 260 BEGINNING CERAMICS

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week.
3 hours

ART 361 ADVANCED CERAMICS

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience in a more limited number of approaches. Prerequisite: ART 260. May be repeated for credit. Six studio hours per week.
Spring *3 hours*

ART 265 SCULPTURE

An introduction to the basic sculptural concepts through modeling, carving, casting, and assembling various sculptural media. Prerequisites: ART 101 and 107. Six

studio hours per week.
Spring *3 hours*

ART 270 FIBER OR METAL CRAFTS

Fiber crafts: an introduction to various fabric construction and embellishment techniques, including woven, non-woven, and surface design processes.

Metal crafts: an introduction to the design and production of jewelry. Techniques, such as cloisonne, enameling, fabrication, casting, and surface embellishment will be examined. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.
Fall *3 hours*

Art Education

ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL PRE-K-5 (for art majors)

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

3 hours

ART 735 THEORY AND METHODS OF TEACHING ART IN THE MIDDLE SCHOOL 6-8 (for art majors)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

3 hours

ART 736 THEORY AND METHODS OF TEACHING ART IN THE HIGH SCHOOL 9-12 (for art majors)

A study of traditional and experimental methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. Attention to the development of programs which deal with both the non-artist and the future artist is a priority. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

3 hours

ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100 or ART 221 or 222.

2 hours

Senior Requirements

ART 493 SENIOR SEMINAR

All art majors must complete this course prior to taking senior project. Students will continue research or studio work for their senior project. Seminar topics focus on the profession of art. Prerequisite: three years of art study. If you plan a December graduation, you should register for this class for the fall of the year before.
Fall *2 hours*

ART 494 SENIOR PROJECT

All senior art majors should register for this course in the last semester of the senior year. The student will produce an exhibition of her art work, prepare a professional design portfolio, or write a research paper on an art-related subject. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Prerequisite: ART 493.

1 hour

Cross-Listed Courses

Interior Design

ART 142 — ID 142 History of Architectural Interiors and Furnishings
ART 144 — ID 144 Interior Design I
ART 243 — ID 243 Interior Design Drafting and Presentation Skills
ART 244 — ID 244 Interior Design II
ART 247 — ID 247 Computer-Aided Design
ART 344 — ID 344 Interior Design III
ART 444 — ID 444 Interior Design IV
ART 447 — ID 447 Contract Interior Design

Clothing and Fashion Merchandising

ART 315 — CFM 315 History of Costume
ART 415 — CFM 415 Draping
ART 417 — CFM 417 Apparel Design

BIOLOGY AND HEALTH SCIENCES

Associate Professor Smith, Head; Professors Grimes and Reid; Associate Professor Swab; Assistant Professor Wolfinger; Adjunct Cuffney.

THE DEPARTMENT OF BIOLOGY AND HEALTH Sciences meets the needs of the liberal arts student with several introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, nutrition, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follows:

• to achieve a level of scientific literacy and analytical ability among students which will prepare them to be responsible members of the biosphere,

• to encourage students to apply their knowledge of science to their personal lives and in their role as citizens,

• to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

— *Requirements for a Major*

BACHELOR OF ARTS — Biology

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

Required courses:

I. BIO 101, 141, 102, 142, 334, 344, and
   One course from each of the following:
   A. BIO 331 and 341 or 231
   B. BIO 222 and 242 or 214 and 245
   C. BIO 211 and 241, 311 and 346, or 234 and 244
   D. BIO 321 and 345 or 322 and 342
II. CHE 111, 141, 112, 142, 221, and 241
III. MAT 211
IV. Biology electives — 3 hours

BACHELOR OF SCIENCE — Biology

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

Required courses:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
   One course from each of the following:
   A. BIO 499 or special studies to total two hours
   B. BIO 321 and 345* or 436 and 446
   C. BIO 222 and 242 or 214 and 245
   D. BIO 323 and 343 or 322 and 342
   E. BIO 211 and 241, or 311 and 346, or 234 and 244
II. CHE 111, 141, 112, 142, 221, and 241 and
   One course from:
   CHE 222 and 242 or 436 and 446**
III. PHY 211, 241, 212, 242
IV. MAT 211 and
   One course from:
   MAT 212 or 245
V. Biology electives — 2 hours

BACHELOR OF SCIENCE–Biology with concentration in Environmental Science

Thrity-six semester hours in biology, 16 semester hours in chemistry, 8 hours in physics, 3-4 hours in geography, and a minimum of 7 hours in mathematics are required in this concentration.

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 211, 241, 222, 242, 234, 244, 331, 341, 334, 344, and 325.
II. CHE 111, 141, 112, 142, 221, 241, and
   One course from:
   CHE 222 and 242 or 350
III. PHY 211, 241, 212, 242
IV. GEO 204 or 236
V. MAT 211, 245
VI. Biology electives - 4 hours

BACHELOR OF SCIENCE — Medical Technology

Twenty-four semester hours in biology, 16 semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke. (See General Education Requirements.)

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and

---

* Students who choose BIO 321 may not choose 322 and 342.

** BIO 436 and 446 is the same course as CHE 436 and 446.

One course from each of the following:
A. BIO 322 and 342 or 321 and 345
B. BIO 222 and 242 or 214 and 245
II. CHE 111, 141, 112, 142, 221, and 241 and
One course from:
CHE 222 and 242, or 436 and 446
III. MAT 211

The student must complete the medical technology program at Duke University Medical Center.

BACHELOR OF SCIENCE — Health Science

Twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, food and nutrition, or psychology. A student must have completed 101 semester hours at Meredith before entering Bowman Gray School of Medicine. She must also have completed a minimum of 1000 hours of clinical experience through community internships, co-op programs, or as a volunteer. (See General Education Requirements.)

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
II. Concentration of a minimum of 18 hours in one of the following areas:
CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211, 241, 212, and 242.
FN 124, 227, 428, 429 and electives to total 18 hours
PSY 100, 200, 210, 312, 322, and 330

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

— *Requirements for a Minor*

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— *Curriculum*

BIO 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include biology at the cellular and subcellular levels, vertebrate physiology and anatomy, and biology of the flowering plants. Three lectures per week.

3 hours

BIO 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Dissection of preserved material may be required: Corequisite or Prerequisite: BIO 101. Meets two hours per week.

1 hour

BIO 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to the diversity of life through a survey of the kingdoms and an introduction to genetics and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Prerequisites: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

3 hours

BIO 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of representative organisms of the groups studied in lecture. Dissection of preserved invertebrate animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

1 hour

BIO 211 PLANT BIOLOGY

A plant science course which emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as Fungi and algae. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

Fall, even-numbered years *3 hours*

BIO 241 ADVANCED PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 hour

BIO 214 PARASITOLOGY

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis is given to those of medical and veterinary importance. For each parasitic organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease are considered. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week.

Spring, odd-numbered years *3 hours*

BIO 245 PARASITOLOGY LABORATORY

Students examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

1 hour

BIO 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141,102, and 142. Corequisite: BIO 242. Three lectures per week.

Spring *2 hours*

BIO 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Corequisite: BIO 222. Three laboratory hours per week.

2 hours

BIO 231 FOUNDATIONS OF GENETICS

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, and 142 or equivalent. Recommended, MAT 110 or equivalent.

Fall, odd-numbered years *3 hours*

BIO 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101,141. Corequisite: BIO 244. Three lectures per week.

Spring *3 hours*

BIO 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.

1 hour

BIO 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, experimental design strategies, laboratory recordkeeping, and principless of advanced methodologies. Prerequisite: Consent of instructor.

1 hour

BIO 311 HISTOLOGY

A survey of mammalian tissues and organs at the light and electron microscope level, and a review of the general principles of microscopy and microtechnique. A visual approach to the science is used. Prerequisites: BIO 101,141,102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.

Spring, even-numbered years *3 hours*

BIO 346 HISTOLOGY LABORATORY

A light microscope survey of mammalian tissues and organs. Students study a comprehensive set of prepared slides and are responsible for tissue and organ recognition and critical interpretation. Students are introduced to the basics of microscopy and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.

1 hour

BIO 321 COMPARATIVE VERTEBRATE ANATOMY

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

Fall *2 hours*

BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

2 hours

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

Spring *3 hours*

BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

BIO 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101,141, 102, and 142. Recommended, MAT 110 or equivalent. Corequisite for biology majors: BIO 341. Three lectures per week.

Fall *3 hours*

BIO 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: BIO 331. Three laboratory hours per week.

1 hour

BIO 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101,141,102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

Fall *3 hours*

BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

1 hour

BIO 325 ENVIRONMENTAL SCIENCE

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field. Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112. Three class hours and three laboratory hours per week.

Fall, odd-numbered years *4 hours*

BIO 334 MICROBIOLOGY

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.

Spring *3 hours*

BIO 344 MICROBIOLOGY LABORATORY

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.

1 hour

BIO 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: BIO 300 or consent of instructor.

1 to 3 hours

BIO 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 441. Three lectures per week.

Fall, odd-numbered years *3 hours*

BIO 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material is used whenever possible, and histological techniques are used for preparation of individual slide sets. Corequisite: 421. Three laboratory hours per week.

1 hour

BIO 436 BIOCHEMISTRY

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.

Spring *3 hours*

BIO 446 BIOCHEMISTRY LABORATORY

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week.

1 hour

BIO 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only.

Spring *1 hour*

SCI 764 THE TEACHING OF SCIENCE

A course for students seeking teacher licensure in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.

Spring *3 hours*

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology which may be of interest to biology majors.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 59.

BUSINESS AND ECONOMICS

Irving H. Wainwright Professor of Business Oatsvall, Head; Professor Johnson; Associate Professors Ammann, Bledsoe, Chappell, Crew, Spencer, and Wakeman; Assistant Professors Lippard, Shuey and Wessels; Instructor Hanner; Adjuncts Hallett, Johnston, Spanton and Steele.

THE DEPARTMENT OFFERS A B.S. DEGREE WITH A major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in business administration with concentrations in economics, management, and marketing; a B.A. degree with a major in economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

— *Requirements for a B.S. Degree with a Major in Accounting*

Candidates for the Bachelor of Science degree in accounting must take 36 (or 37) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 333, 334, 335, 434; BUS 120 (or equivalency test), 346, 366, 490; ECO 210, 211; and MAT 245 (or equivalent).

Electives include: ACC 332, 435, 436, 437, 438; BUS 454 (or 457), 491, 494; and CSC 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

— *Requirements for a B.S. Degree with a Major in Business Administration*

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; ACC 230, 231; BUS 346, 366, 490; and MAT 245 (or equivalent).

Concentrations

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 499 and 18 additional hours from business and economics courses numbered 300 and above, or related courses approved by the department head.

The *Marketing Concentration permits* students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 465, and 499 and 15 additional hours selected from BUS 448, 454, 461, 466, 467, 468, 469, 491,494, ECO 311, or related courses approved by the department head.

— *Requirements for a B.S. Degree with a Major in International Business*

Candidates for the Bachelor of Science degree in International Business must take 30 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332; BUS 346, 366, 490, 499; ECO 210, 211; and MAT 245 (or equivalent). The elective 21 hours must be as follows: BUS 410, 469; ECO 434; REL 248; GEO 302 or 368; POL 210 or 204; and one course in contemporary area studies, e.q. HIS 308 or HIS 224 (or others as approved). The language minor must be a spoken language.

Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, and marketing; these minors are available to complement majors in other departments only.

The *Accounting Minor* includes a core of ACC 230, 231,334, 335, and any three electives chosen from ACC 332, 333, 434, 435, 436, 437, 438; or BUS 454, 457, 491.

The *Business Administration Minor* includes a core of ACC 230, BUS 346, ECO 210, 211, and any three electives chosen from ACC 231, BUS 366, 410, 448, 454, 490, ECO 310 or 311.

The *Economics Minor* includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 335, 364, 434, 435, 455, 456, BUS 461, 490, 491, 492, or 494.

The *Finance Minor* includes a core of ACC 230, 231, BUS 490, 491, ECO 211, and 311, and one elective chosen from ACC 332, 333, 334, 335, BUS 492, 494, ECO 210, 455, or 456.

The *Management Minor* includes a core of ACC 230, BUS 346, 366, 446, 448, ECO 211, and one elective chosen from ACC 231, BUS 384, 410, 466, 468, 469, ECO 210 or 364.

The *Marketing Minor* includes a core of ACC 230, BUS 346, 366, 465, 468, ECO 211, and one elective chosen from ACC 231, BUS 384, 454, 461, 466, 467, 469, ECO 210 or 311.

— *Requirements for B.A. Degree with a Major in Economics*

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

— *Requirements for Master of Business Administration Degree*

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

A special five-year program is available for those majoring in accounting. A qualified student may begin taking graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

— *Licensure*

The department offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the department head.

— *Curriculum*

Accounting

ACC 230 PRINCIPLES OF ACCOUNTING

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

3 hours

ACC 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, introduction to cost accounting; analysis of financial reports and statements. Prerequisite: ACC 230.

3 hours

ACC 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC 231.

3 hours

ACC 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: ACC 231 and 332 or 334.

Spring *3 hours*

ACC 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate- and long-term obligations; and investments. Prerequisite: ACC 231 with a C or better grade or with instructor's permission.

Fall *3 hours*

ACC 335 INTERMEDIATE ACCOUNTING II

A continuation of ACC 334, featuring topics such as income measurement and valuation issues related to stockholders' equity; long-term liabilities; special sales methods; accounting changes; pensions; and income tax allocations. Related professional literature will be analyzed. Prerequisite: ACC 334 with a C or better grade.

Spring *3 hours*

ACC 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC 231.

Fall *3 hours*

ACC 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: ACC 434.

Spring *3 hours*

ACC 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure requirements concerning the following: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, pensions, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC 335.

Fall *3 hours*

ACC 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including business combinations, consolidated financial statements, partnerships, and governmental funds. Prerequisite: ACC 335.

Fall *3 hours*

ACC 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, control professional ethics, and legal responsibility. Related materials of professional importance will be used. Additional homework/laboratory sessions will be required. Prerequisite: ACC 335 or permission of instructor.

Spring *4 hours*

Economics

ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 hours

ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 hours

ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

Fall *3 hours*

ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

Spring *3 hours*

ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

Fall, odd-numbered years (if sufficient demand) *3 hours*

ECO 335 GENDER AND THE ECONOMY

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

Fall, odd-numbered years *3 hours*

ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination, Prerequisites: ECO 210 and 211.

Fall, even-numbered years *3 hours*

ECO 374 CONSUMER ECONOMICS

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as HEC 374.

3 hours

ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.

Fall, Odd-numbered years *3 hours*

ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO 210 and 211.

Spring, even-numbered years (if sufficient demand) *3 hours*

ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.

Spring *3 hours*

ECO 456 PUBLIC FINANCE

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.

Spring, even-numbered years *3 hours*

Finance

BUS 490 CORPORATION FINANCE

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. prerequisites: ECO 211, ACC 231, and MAT 245.

3 hours

BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.

Spring *3 hours*

BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.

Fall *3 hours*

Marketing

BUS 366 PRINCIPLES OF MARKETING

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.

3 hours

BUS 461 CONSUMER BEHAVIOR

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS 366

Fall *3 hours*

BUS 465 MARKETING RESEARCH

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.

Fall *3 hours*

BUS 466 SALES MANAGEMENT

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.

3 hours

BUS 467 ADVERTISING AND SALES PROMOTION

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.

3 hours

BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 hours

BUS 469 INTERNATIONAL MARKETING

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS 366.

Fall, even years *3 hours*

Management

BUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department.

3 hours

BUS 120 SPREAD SHEETS

An introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as LOTUS 1-2-3, Excel, or Quatro Pro. Also offered as CIS 120. Pass-fail grading.

1 hour

BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

3 hours

BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

3 hours

BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

Spring *3 hours*

BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

3 hours

BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisites: junior standing; BUS 346.

3 hours

BUS 454 BUSINESS LAW I

A study of the legal practices and principles applied to contracts, negotiable instruments, bailments, sales, property, insurance, torts, and bankruptcy; place of law in society.

Fall *3 hours*

BUS 457 BUSINESS LAW II

A study of the main principles of law affecting the conduct of trade and industry; this includes an intense examination of the Uniform Commercial Code (sales, negotiable instruments, and secured transactions) as well as the study of business corporations and partnerships.

Spring *3 hours*

BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

3 hours

BUS 494 DECISION ANALYSIS

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

Spring, even-numbered years (if sufficient demand) *3 hours*

BUS 499 BUSINESS POLICY

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management, marketing, and economics concentrations. Prerequisites: ACC 332, BUS 346, and senior standing.

3 hours

Other

BUS 764 TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

Fall *3 hours*

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 59.

CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, Head; Associate Professor Lewis; Assistant Professor Birkin.

THE OVERALL GOAL OF THE DEPARTMENT OF Chemistry and Physical Science is to provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the sciences, arts, and humanities; and which enhance opportunities for employment and/or additional education. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, geography, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

The requirements for minors in chemistry, chemical physics, and geography are available in the departmental office.

— *Requirements for a Major*

CORE CURRICULUM

1. CHE 111,112, 221,222, 350, 499 (with corequisite labs)
2. PHY 211,212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 9 additional hours in chemistry courses numbered 200 or above
3. 3 additional hours in mathematics numbered 200 or above

BACHELOR OF SCIENCE

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

— *Curriculum*

Chemistry

CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

Fall *3 hours*

CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

Fall *1 hour*

CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 110.

Spring *3 hours*

CHE 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111,141.

3 hours

CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

Spring *1 hour*

CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

Fall *3 hours*

CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week, Corequisite: CHE 221.

Fall *1 hour*

CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

Spring *3 hours*

CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

Spring *1 hour*

CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week,

Spring, even-numbered years *4 hours*

CHE 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour credit. Prerequisite: CHE 300 or consent of instructor.

1 to 3 hours

CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Fall, even-numbered years *3 hours*

CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Spring, odd-numbered years *3 hours*

CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration.

Spring, odd-numbered years *1 hour*

CHE 436 BIOCHEMISTRY

See BIO 436.

3 hours

CHE 446 BIOCHEMISTRY LABORATORY

See BIO 446.

1 hour

CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

Fall, odd-numbered years *3 hours*

CHE 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

SCI 764 THE TEACHING OF SCIENCE

For teacher licensure in science (6-9) or chemistry (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

3 hours

Physics

PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

Spring, even-numbered years *3 hours*

PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

Fall *3 hours*

PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

Fall *1 hour*

PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

Spring *3 hours*

PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

Spring *1 hour*

PHY 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430.

Spring, odd-numbered years *3 hours*

Geography

ONLY GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 208, 236, 302, and 368 may be used for credit toward the general education requirement in the social sciences.

GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week.

4 hours

GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade.

Spring *3 hours*

GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.

Fall *1 hour*

GEO 236 CONSERVATION OF NATURAL RESOURCES

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems. Seminar format.

Fall, odd-numbered years *3 hours*

GEO 302 ECONOMIC GEOGRAPHY

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries.

Fall, even-numbered years *3 hours*

GEO 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

Spring *3 hours*

Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the dept. head and arrange for it through the special studies options listed on page 59.

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

EDUCATION

Professor Clay, Head; Professor Johnson; Associate Professors Kratzer and Weir; Assistant Professors Parker, Southworth and Heathcoat. Adjuncts Joyner, Kocur, Lee, Midgett, Swart, Torgerson, and Willoughby.

— *Goals and Objectives*

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement, teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

— *Programs Offered*

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education Degree in elementary education leads to the N.C. graduate license in elementary education. A graduate licensure program in reading is also available.

— *Education Programs*

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, and occupational education: business education (grades 9-12) and home economics education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
   A. Students who plan to teach
      1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
         a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
         b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.
      2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and

formally declare the major and indicate the desired teacher education program.

3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.
   NOTE: An applicant's overall grade point average must be 2.5 or above for admission to the program.
4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.

B. Students who plan to become school social workers
   1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 25 or above for admission to teacher education.
   2. The registrar will send a copy of the Declaration of Major form to the Department of Education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
   3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chair of the Teacher Education Committee.

II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. education license.)
   A. All non-degree students seeking initial North Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.
   B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

III. A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.

— *Requirements for All Licenses and Endorsements*

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary licensure areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

PRAXIS and National Teachers Examinations (NTE) Requirements for All Programs

Admission to Teacher Education for all programs includes required submission of accetpable scores on the PRAXIS pre-professional skills tests. The minimum score requirements are established by the State Board of Education and *are subject to change.*

During or following the semester of student teaching, students are required to take the Professional Knowledge Test and a Specialty Area Test determined by the type of license sought. The minimum score requirements are established by the State Board of Education and *are subject to change.*

All required examinations may be taken more than once. Minimum score requirements information is available from the Department of Education.

— *Elementary Teacher Education (Grades K-6) Program*

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

- I. General Education Requirements
  - A. The general education requirements of the College
  - B. Within the general education requirements of the College, the following specific requirements:
    - Language arts..9
      - English composition and grammar:
      - ENG 111, Principles of Writing (3)
      - English Literature—ENG 201, Major British Writers (3)
      - American Literature—ENG 206, Survey of American Literature (3)
    - Social studies..9
      - HIS 101, The Emergence of Western Civilization, or
      - HIS 102, Modern Western Civilization (3)
      - HIS 214, American History to 1876, or
      - HIS 314, Colonial American History (3)
      - SOC 335, American Ethnic Relations (3) (Prerequisite: SOC 230 or 260 are strongly recommended)
    - Psychology...6
      - PSY 210 Developmental Psychology (3) (Prerequisite: EDU 234 or PSY 100), or
      - PSY 310 Child and Adolescent Psychology
      - PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY100)
    - Natural science...8
      - BIO 101, General Biology I (3)
      - BIO 141, General Biology I Laboratory (1)
      - GEO 204, Elements of Physical Geography (4)
    - Mathematics...6
      - MAT 130, Exploration in Mathematics, or
      - MAT 245, Statistics I (3), *and*
      - MAT 110, Elementary Function, or
      - MAT 120, Finite Mathematics, or
      - Any calculus course (3 or 4)
    - Cultural arts..3
      - IDS 100, Appreciation of Fine Arts (3), or
      - ART 221 or 222 *and* MUS 214
- II. Major Study Program Requirements in an Area Other than Education
- III. Professional Education Requirements for Elementary Education (K-6) Students (36 sem. hrs.)
  - A. Professional Education, General..................9
    - EDU 232, Foundations of American Education (3)
    - EDU 234, Educational Psychology (3)
    - EDU 340, Teaching in the Elementary School (3)
  - B. Professional Education, Methods................21
    - Prior to the BLOCK semester (last semester of the teacher education program):
      - ART 744, Art in the Elementary School (2) (Prerequisite: IDS 100 or ART 120)
      - HED 744, Health Education in the Elementary School (2)
      - MUS 744, Music in the Elementary School (2) (Prerequisite: IDS 100 or MUS 214)
      - PED 744, Physical Education in the Elementary School (2)
      - EDU 342, Preservice Practicum
      - EDU 344, Communication Skills in the Elementary School (3)
      - EDU 455, Literature in the Elementary School (2)
      - EDU 456, Mathematics in the Elementary School (2)
    - In the BLOCK semester (last semester of the teacher education program):
      - EDU 440, Seminar in Education (1)
      - EDU 441, Introduction to Audio/Visual Materials (1)
      - EDU 457, Science in the Elementary School (2)
      - EDU 458, Social Studies in the Elementary School (2)
  - C. Professional Education, Practicum................6
    - In the BLOCK semester (last semester of the teacher education program):
      - EDU 439, Observation and Directed Teaching (6)
  - D. Recommendations
    1. It is stongly recommended that EDU 232 and 234 be taken as first courses.
    2. It is strongly recommended that EDU 455 be taken early in a student's program.
    3. It is strongly recommended that EDU 340 and 344 be taken during the semester immediately preceeding student teaching.
    4. Block semester can be either semester of the senior year provided that all other professional education courses have been satisfactorily completed.
- IV. An endorsement in French or Spanish may be added to the K-6 license. Contact the Department of Education or the Department of Foreign Language for details.

— Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. license to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

I. General Education Requirements
  A. The general education requirements of the College
  B. Within the general education requirements of he College, the following specific require ments:
    Language arts..9
      English Composition and Grammar:
      ENG 111, Principles of Writing (3)
      English Literature—ENG 201, Major British Writers (3)
      American Literature—ENG 206, Survey of American Literature (3)
    Social studies...9
      HIS 101, The Emergence of Western Civilization, or
      HIS 102, Modern Western Civilization (3)
      HIS 215, American History Since 1876 (3)
      SOC 335, American Ethnic Relations (3)
      (Prerequisite: SOC 230 or SOC 260 are strongly recommended)
    Psychology 3
      PSY 312, The Psychology of Exceptional Individuals (3)
      (Prerequisite: EDU 234 or PSY 100)
    Natural science..8
      BIO 101, General Biology I (3)
      BIO 141, General Biology I Laboratory (1)
      GEO 204, Elements of Physical Geography (4)
    Mathematics..3
      MAT 110, MAT 120, or
      MAT 211
    Cultural arts...3
      IDS 100, Appreciation of Fine Arts (3), or
      ART 221, or 222 *and* MUS 214
    Health and Physical Education 2
      HED 100, Contemporary Health Issues (2)
II. Major Study Program Requirements in an Area Other than Education
III. A concentration in communication skills, mathematics, science, or social studies. Middle grades education (6-9) teachers are strongly encouraged to have a second concentration. (see Section V)
IV. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)
  A. Professional Education, General 9
    Prior to the BLOCK semester (last semester of the teacher education program):
    EDU 232, Foundations of American Education (3)
    EDU 234, Educational Psychology (3)
    EDU 350, Teaching in the Middle School (3)
  B. Professional Education, Methods.................3
    Prior to, or in, the BLOCK semester (last semester of the teacher education program):
    Methods 764 as appropriate to the required concentration (3)
    In the BLOCK semester (last semester of the teacher education program):
    EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)
    EDU 466, Preadolescent and Adolescent Behavior (3)
    EDU 441, Introduction to Audio/Visual Materials (1)
    EDU 471, Reading in the Content Areas (1-3)
  C. Professional Education, Practicum................6
    In the BLOCK semester (last semester of the teacher education program):
    EDU 439, Observation and Directed Teaching (6)
  D. Recommendations
    1. It is strongly recommended that the professional education courses be taken IN THE ORDER LISTED ABOVE.
    2. Block semester can be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.
V. Program Requirements for Middle Grades Teacher Education (6-9)
  A. Communication Skills (6-9)
    1. The general education program requirements of the College
    2. The specific requirements within the general education program
    3. Major study program in an area other than education
    4. Concentration in Communication Skills..25
      ENG 111, Principles of Writing (3)
      ENG 201, Major British Authors (3)
      ENG 206, Survey of American Literature (3)
      ENG 175, Grammar (1)
      ENG Literature elective (3)
      ENG 358, Advanced Composition: Expository and Technical (3)
      ENG 240 Introduction to Films (3)
      EDU 471, Reading in the Content Areas (3)
      SPE 225, Fundamentals of Speech (3)

   5. Subject matter methods, ENG 764, The Teaching of English
- B. Mathematics (6-9)
   1. The general education program requirements of the College
   2. The specific requirements within the general education program
   3. Major study program in an area other than education
   4. A concentration in mathematics...............19
      MAT 110, Elementary Functions (3)
      MAT 211, Calculus I (4)
      MAT 220, Linear Algebra, or MAT 212, Calculus II (3)
      MAT 250, introduction to Mathematical Reasoning (2)
      MAT 245, Statistics (3)
      MAT 334, Modern College Geometry (3)
      MAT 910, Topics in Mathematics for Middle Grades (6-9) Certification (1)
   5. Computer Science 3
      CSC 111, Computers and Their Uses, or CSC 201, Computer Science I with Pascal (3)
   6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics
- D. Science (6-9)
   1. The general education requirements of the College
   2. The specific requirements within the general education program
   3. A major study program in an area other than education
   4. A concentration in science.......................19
      BIO 101, General Biology I (3)
      BIO 141, General Biology I Lab (1)
      BIO 102, General Biology II (3)
      BIO 142, General Biology II Lab (1)
      CHE 111, General Chemistry I(3)
      CHE 141, General Chemistry I Lab (1)
      PHY 204, Principles of Physics (3)
      GEO 204, Elements of Physical Geography (4)
   5. Subject matter methods, SC 1764, The Teaching of Science
- E. Social Studies (6-9)
   1. The general education requirements of the College
   2. The specific requirements within the general education program
   3. A major study program in an area other than education
   4. A concentration in social studies..............21
      HIS 101, Emergence of Western Civilization, or
      HIS 102, Modern Western Civilization (3)
      HIS 215, American History Since 1876 (3)
      HIS 224, Introduction to Non-Western Civilization (3)
      HIS 520, North Carolina History (3)
      EGO 210, Principles of Economics (3), or
      EGO 374, Consumer Economics (3)
      GEO 205, World Regional Geography (3)
      POL 100, American Political Systems, or
      POL 200, Parties and Pressure Groups (3)
   5. Subject matter methods, HIS 764, The Teaching of Social Studies
   6. In addition to the above, the following courses are strongly recommended:
      HIS 306, The Soviet Union in the 20th Century
      GEO 368, Political Geography

— Secondary Teacher Education (Grades 9-12) Programs

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation including
   - A. General education requirements to include
      PSY 312, Psychology of Exceptional Individuals (3)
      (Prerequisite: EDU 234 or PSY 100)
      SOC 335, American Ethnic Relations (3)
   - B. The major study requirements
- II. Additional specialty study requirements for area of certification
- III. Professional Education, General:
   - A. EDU 232, Foundations of American Education (3)
   - B. EDU 234, Educational Psychology (3)
   - C. METHODS 764 (3)
   - D. The BLOCK Courses
      EDU 438, Field Experiences: Middle Grades and Secondary (1)
      EDU 439, Observation and Directed Teaching (9-12) (6)
      EDU 441, Introduction to Audio/Visual Materials (1)
      EDU 466, Preadolescent and Adolescent Behavior (3)
      EDU 467, The Secondary School (3)
      EDU 471, Reading in the Content Areas (1-3)
- IV. Program Requirements for Secondary Teacher Education (9-12)
   - A. Biology Certification
      Bachelor of Arts, Biology.............................30

BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
BIO 334, Microbiology (3)
BIO 344, Microbiology Lab (1)
One course from each of the following:
BIO 331, Genetics (3), and
BIO 341, Genetics Lab (1), or
BIO 231, Human Genetics (3)
BIO 222, Invertebrate Zoology (2), and
BIO 242, Invertebrate Zoology Lab (2), or
BIO 214, Parasitology (3), and
BIO 245, Parasitology Lab (1)
BIO 211, Advanced Plant Science (3), and
BIO 241, Advanced Plant Science Lab (1), or
BIO 311, Histology (3), and
BIO 346, Histology Lab (1), or
BIO 234, Principles of Ecology (3), and
BIO 244, Principles of Ecology Lab (1)
BIO 321, Comparative Anatomy (2), and
BIO 345, Comparative Anatomy Lab (2), or
BIO 322, Human Anatomy and Physiology (3), and
BIO 342, Human Anatomy, and Physiology Lab (1)
Plus elective biology hours to total 30
Chemistry 12
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab (1)
Mathematics 4
MAT 211, Calculus I (4)

Bachelor of Science, Biology 36
BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
BIO 331, Genetics (3)
BIO 341, Genetics Lab (1)
BIO 334, Microbiology (3)
BIO 344, Microbiology Lab (1)
One course from each of the following:
BIO 499, Seminar (2), or
Special Studies (2)
BIO 321, Comparative Anatomy (2), and
BIO 345, Comparative Anatomy Lab (2), or
BIO 436, Biochemistry (3), and
BIO 446, Biochemistry Lab (1)
BIO 222, Invertebrate Zoology (2), and
BIO 242, Invertebrate Zoology (1), or
BIO 214, Parasitology (3), and
BIO 245, Parasitology Lab (1)
BIO 323, Vertebrate Physiology (3), and
BIO 343, Vertebrate Physiology Lab (1), or
BIO 322, Human Anatomy and Physiology (3), and
BIO 342, Human Anatomy and Physiology Lab (1)
BIO 211, Advanced Plant Biology (3), and
BIO 241, Advanced Plant Biology Lab (1), or
BIO 311, Histology (3), and
BIO 346, Histology Lab (1), or
BIO 234, Principles of Ecology (3), and
BIO 244, Principles of Ecology Lab (1)
Plus elective biology hours to total 36
Students who choose BIO 321 and 345 may not choose BIO 322 and 342.
Chemistry 16
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
Physics 8
PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab (1)
Mathematics 7
MAT 211, Calculus I (4)
MAT 212, Calculus II (3), or
MAT 245, Statistics (3)

D. Chemistry Licensure
Bachelor or Science, Chemistry 36
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab (1)
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
CHE 350, Quantitative Analytical Chemistry (4)
CHE 400, Research (1)
CHE 420, Chemical Thermodynamics and Kinetics (3)
CHE 430, Atomic and Molecular Structure (3)
CHE 499, Chemistry Seminar (1)
CHE Electives (8)

- Mathematics 13
  - MAT 211, Calculus I (4)
  - MAT 212, Calculus II (3)
  - MAT 220, Linear Algebra (3)
  - MAT 354, Differential Equations (3)
- Physics 8
  - PHY 211, General Physics I (3)
  - PHY 241, General Physics I Lab (1)
  - PHY 212, General Physics II (3)
  - PHY 242, General Physics II Lab (1)
- Biology 3
  - BIO 101, General Biology I (3)

- *Bachelor of Arts, Chemistry*........................ 30
  - CHE 111, General Chemistry I (3)
  - CHE 141, General Chemistry I Lab
  - CHE 112, General Chemistry II (3)
  - CHE 142, General Chemistry II Lab (1)
  - CHE 221, Organic Chemistry I (3)
  - CHE 241, Organic Chemistry I Lab
  - CHE 222, Organic Chemistry II (3)
  - CHE 242, Organic Chemistry II Lab (1)
  - CHE 350, Quantitative Analytical Chemistry (4)
  - CHE 499, Seminar (1)
  - Chemistry Electives (8)
- Mathematics.. 7
  - MAT 211, Calculus I (4)
  - MAT 212, Calculus II (3)
- Physics 8
  - PHY 211, General Physics I (3)
  - PHY 241, General Physics I Lab (1)
  - PHY 212, General Physics II (3)
  - PHY 242, General Physics II Lab

C. English Licensure 39
  - ENG 111, Principles of Writing (3)
  - ENG 175, Grammar (1)
  - ENG 201, Major British Authors (3)
  - ENG 202, Development of English Literature (3)
  - ENG 206, Survey of American Literature (3)
  - ENG 240, Introduction to Film (3)
  - ENG 275, Techniques of Literary Research (1)
  - ENG 330, African-American Writers (3)
  - ENG 351, Old English (3)
  - ENG 358, Advanced Composition (3)
  - ENG 375, Research Project (1)
  - One course in world literature which is not American or British
- In addition, prospective teachers must take:
  - One seminar (ENG 357, 359, or 498)
  - One course in Shakespeare (ENG 355 or 356)
  - One course in 18th or 19th century (ENG 340, 365, 367, or 368)
  - One course in 20th century (ENG 345, 364, or 370)
- Prospective teachers are strongly urged to take one course in speech or theatre.

D. Mathematics Licensure
- Mathematics 33
  - MAT 110, Elementary Functions (3)
  - MAT 211, Calculus I (4)
  - MAT 212, Calculus II (3)
  - MAT 220, Linear Algebra (3)
  - MAT 245, Statistics I(3)
  - MAT 250, An Introduction to Mathematical Reasoning (2)
  - MAT 313, Calculus III (3)
  - MAT 321, Modern Abstract Algebra (3)
  - MAT 334, Modern College Geometry (3)
  - MAT 340, Mathematical Probability and Statistics (3)
- From the following courses, prospective teachers must take 3 hours:
  - CSC 111, Computers and Their Uses (3)
  - CSC 201, Computer Science I with Pascal (3)

E. Social Studies Licensure
- History Knowledge................................ 21
  - HIS 101, The Emergence of Western Civilization, or
  - HIS 102, Modern Western Civilization (3)
  - HIS 200, Introduction to Latin American History, or
  - HIS 224, Introduction to Non-Western Civilization (3)
  - HIS 214, American History to 1876, or
  - HIS 215, American History Since 1876 (3)
- History Electives:
  - HIS 302, English History Since 1066 (3)
  - HIS 304, Ancient History (3)
  - HIS 306, Soviet Union in the Twentieth Century (3)
  - HIS 308, Contemporary Europe Since 1945 (3)
  - HIS 310, Modern China (3)
  - HIS 313, Victorian America (3)
  - HIS 314, Colonial American History (3)
  - HIS 319, Contemporary American History Since 1945 (3)
  - HIS 325, Asian Civilization (3)
  - HIS 330, U.S. and World History (3)
  - HIS 333, History of the South (3)
  - HIS 520, History of North Carolina (3)
- Social Science Knowledge 21

From three different disciplines, students are required to select three courses from the recommended courses below:

Recommended Courses:
- ECO 210, Macroeconomic Principles (3), or
- ECO 374, Consumer Economics (3)
- GEO 368, Political Geography (3)
- POL 100, American Political System (3)
- SOC 230, Principles of Sociology (3), or
- SOC 335, American Ethnic Relations (3)

Social Science Electives:
- ECO 211, Microeconomic Principles (3)
- GEO 205, World Regional Geography (3)
- GEO 302, Economic Geography (3)
- POL 303, Contemporary American Politics, or
- POL 200, Parties and Pressure Groups (3)
- SOC 260, Cultural Anthropology (3)
- SOC 231, Social Problems (3)
  - Or electives from anthropology, economics, human geography, politics, or sociology.

— *Occupational Teacher Education Programs*

Students who expect to obtain an initial N.C. license to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation, including:
  A. General education requirements to include
    PSY 312, Psychology of Exceptional Individuals (3)
    (Prerequisite: EDU 234 or PSY 100)
    SOC 335, American Ethnic Relations (3)
  B. The major study requirements
II. Minimum semester hours in the occupational education certification subject areas:
  A. Business and Office courses, semester hours 39
  B. Home Economics courses, semester hours 48
III. Minimum semester hours in professional education and related courses:
  A. EDU 232, Foundations of American Education (3)
  B. EDU 234, Educational Psychology (3)
  C. METHODS 764 (3)
  D. The BLOCK Courses
    EDU 438, Field Experiences: Middle Grades and Secondary (1)
    EDU 439, Observation and Directed Teaching (9-12) (6)
    EDU 441, Introduction to Audio/Visual Materials (1)
    EDU 466, Preadolescent and Adolescent Behavior (3)
    EDU 467, The Secondary School (3)
    EDU 471, Reading in the Content Areas (1-3)
IV. Courses in Business Education
  A. Business and Office Education
    1. Basic Business Licensure 57

These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for licensure.

Core
- ECO 210, Principles—Macro (3)
- ECO 211, Principles—Micro (3)
- BUS 230, Accounting Principles I (3)
- BUS 231, Accounting Principles II (3)
- BUS 346, Management Principles (3)
- BUS 366, Marketing Principles (3)
- BUS 490, Corporate Finance (3)
- MAT 245, Basic Statistics (or equivalenr) (3)

Concentration
- BUS 332, Managerial Accounting (3)
- BUS 499, Business Policy (3)
- BUS 384, Business Communication and Reports (3)
- BUS 454, Business Law (3)
- BUS 480, Business Internship (3)

Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311,364, 455 (9)

Requirements not counted in major
- Typewriter keyboard proficiency
- ECO 374, Consumer Economies (3)
- CSC 111, Computers and Their Uses (1)
- CSC 211, COBOL Programming (3)

  B. Home Economics Education
    1. General education program requirements to include:
      PSY 312, Psychology of Exceptional Individuals (3)
      (Prerequisite: EDU 234 or PSY 100)
      SOC 335, American Ethnic Relations (3)
    2. A major study program in Home Economics and
      Child Development 9
        CD 234, Preschool Child (3)
        CD 335, Marriage and Family Relationships (3)
        CD 436, Preschool Administration (3)
      Clothing and Fashion Merchandising 6
        CFM 115, Beginning Clothing Construction (3)
        CFM 418, Textiles (3)
      Foods and Nutrition 12
        FN 124, Principles of Food (3)
        FN 326, Meal Management (2)

        FN 227, Nutrition (3)
        FN 327, Institutional Foods (3)
        FN 328, Food Service Equipment (1)
    Interior Design and Housing 6
        ID 245, Housing (3)
        ID 246, Home Furnishings Materials (3)
    Consumer Resource Management 6
        HEC 355, Family Resource Management (3)
        ECO 374, Consumer Economics (3)
        HEC 765, Home Economics Education
    Professional Symposium (1)
    Additional Hours (6)
    Students must select six additional hours of Home Economics for depth in an area. They are strongly urged to pursue a concentration in one of the occupational areas.

— *School Social Worker Program*

Students may wish to earn the N.C. school social worker license. Program requirements for School Social Work personnel follow:

1. General education program requirements to include:
    - PSY 312, Psychology of Exceptional Individuals (3)
      (Prerequisites: EDU 234 or PSY 100)
    - SOC 335, American Ethnic Relations (3)
2. Specific requirements for Social Work major
    Specified Liberal Arts Courses 12
    (May also count toward general education requirements)
    - BIO 101, General Biology I (3)
    - SOC 230, Principles of Sociology (3)
    - PSY 100, General Psychology (3)
    - POL 100, American Political System (3)

    Social Work Courses 37
    - SWK 241, Social Work as a Profession (3)
    - SWK 302, Social Policy Analysis (3)
    - SWK 304, Social Work Practice with Individuals (3)
    - SWK 305, Social Work Practice with Families (3)
    - SWK 307, Human Behavior: Cultural, Organizational, and Community Issues (3)
    - SWK 308, Human Behavior: Life Cycle Issues (3)
    - SWK 309, Research Statistics for Social Work Practice (3)
    - SWK 310, Evaluation of Practice (1)
    - SWK 401, Social Work Practice with Organizations, Communities, and Social Policy (3)
    - SWK 402, Social Work Field Placement (In Public School Setting) (10)
    - SWK 403, Field Instruction Seminar (2)
3. Professional Education 9
    - EDU 232, Foundations of American Education (3)
    - EDU 234, Educational Psychology (3)
    - SWK 405, Social Work in Public Schools (3)

— *Special Subject Area Teacher Education (Grades K-12) Programs*

I. Art (K-12)
    A. General education program requirements
        Humanities and Fine Arts 22-27
            English Composition (3-6)
            Foreign Language (6)
            Literature (6)
            A three-hour course in major British authors, and
            A three-hour course in English, American, or world literature, or
            Any literature course in a foreign language
            Religion (6)
                A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
            Fine Arts (1-3)
                Chosen from one or more of the following categories: dance (theory or history), music, philosophy, speech, theatre
        Social and Behavioral Sciences 12
            HIS 101, The Emergence of Western Civilization (3), or
            HIS 102, Modern Western Civilization
            PSY 210, Developmental Psychology, or
            PSY 310, Child and Adolescent Development (3)
            PSY 312, The Psychology of Exceptional Individuals (3)
            SOC 335, American Ethnic Relations (3)
        Mathematics and Natural Sciences 13
            One laboratory course chosen from biology, chemistry, or physics (4)
            One course in mathematics (3)
            Electives (6)
            Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics
        Health and Physical Education 4-5
            Must include four activity courses, or
            Three activity courses and a two-hour course in health or first aid
    B. The Art Core Curriculum.........................20
            ART 100, Theory and Practice of Visual Arts (2)

      - ART 101, Drawing I (3)
      - ART 105, 2-D Design (3)
      - ART 106, Color Theory (3)
      - ART 221, Art History Survey I (3)
      - ART 222, Art History Survey II (3)
      - ART 493, Senior Seminar (2)
      - ART 494, Senior Project (1)
  - C. Other Required Art Courses 27
      - ART 102, Drawing II (3)
      - ART 107, Three-Dimensional (3)
      - ART 210, Beginning Painting (3)
      - ART 260, Ceramics (3)
      - ART 265, Sculpture (3)
      - ART 270, Fiber Crafts or Metal Crafts (3)
      - ART 324, Topics in Modern Art History (3)
      - ART 350 or ART 351, Printmaking (3)
      - Art History elective (3)
  - D. Professional Education Courses 23
      - ART 734, Theory and Methods of Teaching Art Pre-K-5 (3)
      - ART 735, Theory and Methods of Teaching Art 6-8 (3)
      - ART 736, Theory and Methods of Teaching Art 9-12 (3)
      - EDU 232, Foundations of American Education (3)
      - EDU 234, Educational Psychology (3)
      - EDU 441, Introduction to Audio/Visual Materials (1)
      - EDU 439, Observation and Directed Teaching (6)
      - EDU 471, Reading in the Content Area (1)

- II. Dance (K-12)
  - A. All College requirements for graduation.
    - 1. General Education requirements to include:
      - PSY 210 or 310, Developmental Psychology (3)
      - PSY 312, Psychology of Exceptional Individuals (3)
      - SOC 335, American Ethnic Relations (3)
    - 2. Major study requirements
  - B. Dance License Requirements (K-12) 73
    - Science Core 8
      - BIO 322/342, Human Anatomy and Physiology (4)
      - HED 282, Prevention and Care of Movement Injuries (1)
      - PED 482, Kinesiology (3)
    - Dance Technique 10
      - DAN 253/353*, Modern II and/or III (4)
      - DAN 251/351, Ballet II and/or III (2)
      - DAN 254/354, Jazz II and/or III (1)
      - DAN 152, Folk and Square (1)
      - Electives, Level 11 or above (2)
    - Dance Theory 22
      - IDS 100*, Appreciation of Fine Arts (3)
      - DAN 156, Movement Improvisation (2)
      - DAN 200*, Dance Appreciation (3)
      - DAN 255, Movement Fundamentals (2)
      - DAN 256, Composition I (3)
      - DAN 356, Composition II (3)
      - DAN 359, Dance History (3)
      - DAN 455, Dance Production (3)
    - Professional Education 24
      - DAN 761, Theory/Methods of Teaching Dance, K-6 (3)
      - DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)
      - DAN 763, Reflective Teaching (3)
      - EDU 232, Foundations of American Education (3)
      - EDU 234, Education Psychology (3)
      - EDU 438, Field Experience (1)
      - EDU 441, Introduction to Audio/Visual Materials (1)
      - EDU 471, Reading in the Content Area (1)
      - EDU 439, Observation and Directed Teaching (6)

- III. Music (K-12)
  - A. All college requirements for graduation.
  - B. Program Requirements for Music Education (K-12)

    Also fulfills General Education requirements
    - Liberal Arts and Sciences 42
      - English Composition (3)
      - Major British Writers (3)
    - Foreign Language (6)
      - (Students will be placed at the appropriate level by the Department of Foreign Languages)
      - Religion (6)
      - A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
      - History of Western Civilization, 101 or 102

(3)

      - American Ethnic Relations, Sociology 335 (3)
      - Psychology of the Exceptional Individual (3)
      - Mathematics (3)
      - Lab Science (select from Biology, Chemistry, Physics) (4)
      - Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)
      - Electives in Liberal Arts and Sciences (4)

---

* Also fulfills the General Education Requirements.

Music and Professional Education 83
- Theory 100, 101, 202, 203 (12)
- Ear Training 150, 151, 252, 253 (4)
- Keyboard 140, 141, 242, 243 (4)
- Music Literature 215 (2)
- Music History 310, 311, 312, 313 (8)
- Winds and Percussions 070 (4)
- String Instruments 060 (2)
- Guitar Lab 068 (1)
- Instrumentation 304 (1)
- Choral Arranging 308 (2)
- Conducting 300, 301 (4)
- Principal Applied Study (14)
- Second Applied Study(ies) (3)
- Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective
- Graduation Recital 491 (1)
- Keyboard Proficiency Materials and Methods, Elementary 720 (2)
- Materials and Methods, Middle 721 (2)
- Materials and Methods, Secondary 722 (2)
- Educational Psychology (3)
- Foundations of American Education (3)
- Student Teaching 439 (Block) (6)
- Electives in Music, Professional Education, or Psychology (0-2)
- Reading, Education 344 or 471 (1-3)
- EDU 441, Introduction to Audio/Visual Materials (1)

IV. Theatre (K-12)
  A. All college requirements for graduation
    1. General Education requirements include:
      PSY 210 OR 310, Developmental Psychology (3)
      PSY 312, Psychology of Exceptional Individuals (3)
      SOC 335, American Ethnic Relations (3)
  B. Theatre Licensure Requirements (K-12)
      THE 114, Introduction to Theatre (3)
      THE 224, Basic Acting (3)
      THE 214, Creative Dramatics (3)
      THE 247, Costume and Makeup
      SPE 150, Voice and Articulation (3)
      ENG 350, Topics in Drama or ENG 355 or 356, Shakespeare (3)
      Must be approved by adviser
      THE 425, Directing (3)
      THE 495, Seminar in Musical Theatre (3)
      THE 245, Stagecraft (3)
      THE 316 and 317, History (6)
      THE 490, Project: area of specialization (3)
    At least three of the following:
      THE 233 Lights; 237 Stage Management; 239 Sets & Props; 241 Publicity/Box Office (1 credit hour each)
      DAN 156, Movement Improv
      IDS 100, Appreciation of Fine Arts; or MUS 214, Music Appreciation; and any Art History (3)
  C. Professional Studies
      EDU 232, Foundations of American Education (3)
      EDU 234, Educational Psychology (3)
      EDU 471, Reading in the Content Area (1)
      EDU 441, Introduction to Audio-Visual Materials (1)
      EDU 455, Literature in Elementary School (2)
      THE 735, Methods of Teaching Theatre K-12 (3)
      EDU 438, Field Experiences: Middle and Secondary (1)
      EDU 439, Observation and Directed Teaching (6)

V. French, Spanish (K-12)
  A. All College requirements for graduation
    1. General Education requirements to include:
      PSY 210 or 310*, Developmental Psychology (3)
      PSY 312*, Psychology of Exceptional Individuals (3)
      SOC 335*, American Ethnic Relations (3)
    2. Major study requirements
  B. Required Specialty Courses
    In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours are required to receive a B.A. degree in French and/ or Spanish.
    French
      FRE 204, Structural French, and
      FRE 205, Intermediate French, or
      FRE 205, Intermediate French I, and
      FRE 206, Intermediate French II
      FRE 304, French Civilization
      FRE 305, Phonetics and Phonology
      FRE 306, Advanced Grammar, Composition and Linguistics
      FRE 307, Advanced Conversation
      FRE 364, French Literature to 1789
      FRE 365, French Literature from 1789 to the Present.
      FRE 350, Seminar (2 semesters)
      The remaining six credit hours may be chosen from:

---

* Also fulfills the General Education Requirements.

FRE 301, Business French
FRE 394, Seminar in 17th Century
FRE 395, Seminar in 18th Century
FRE 396, Seminar in 19th Century
FRE 397, Seminar in 20th Century
FRE 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Spanish

SPA 204, Structural Spanish, and
SPA 205, Intermediate Spanish I, or
SPA 205, Intermediate Spanish I, and
SPA 206, Intermediate Spanish II
SPA 304, Spanish Civilization
SPA 305, Phonetics and Phonology
SPA 306, Advanced Grammar, Composition and Linguistics
SPA 307, Conversation
SPA 364, Spanish Literature to 1800
SPA 365, Spanish Literature from 1800 to the Present
SPA 366, Spanish-American Literature to 1875
SPA 367, Spanish-American Literature from 1875 to Present
SPA 350, Seminar (2 semesters)
SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)
Occasionally, students may satisfy the literature requirement with one of the following:
SPA 368, Modern Spanish Drama
SPA 369, Modern Spanish Prose, Poetry
SPA 494, Seminar in the Golden Age of Spain
900 level courses in French and Spanish can be substituted for 300 level courses. See Department Head for information and approval.

C. Professional Education Requirements
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
FL 763, Second Language Methods (2)
FL 764, Second Language Methods (2)
EDU 438, Field Experience (1)
EDU 441, Introduction to Audio/Visual Materials (1)
EDU 466, Preadolescent, Adolescent Behavior (3)
EDU 467, The Secondary School (3)
EDU 471, Reading in Content Areas (1)
EDU 439, Observation and Directed Teaching (6)

— *Curriculum*

Education Courses

Foundations of American Education, EDU 232, should be the first course taken in the professional sequence.

EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. Observations required.

3 hours

EDU 234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. Public school observations required.

3 hours

EDU 340 TEACHING IN THE ELEMENTARY SCHOOL

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies.

3 hours

EDU 342 PRESERVICE PRACTICUM

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. Some school observations will be required within the scheduled time period. Corequisite: EDU 344.

1 hours

EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required.

3 hours

EDU 350 TEACHING IN THE MIDDLE SCHOOL

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

Spring *3 hours*

EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail.

1 hour

EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business

Weekly seminars are arranged. Fee $200.00. Block course. Pass-fail grading only.

6 hours

Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

A. An overall grade point average of 25 or above to have been achieved by the end of the term prior to student teaching,

B. A grade point average of at least 25 in her content area by the end of the semester prior to student teaching. "Content area" is defined as the content area courses listed in the *Meredith Catalogue.* For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licesure programs except K-6.

C. Observation and participation in the public schools,

D. Demonstration of competencies established by the Department of Education indicating teaching effectiveness,

E. Satisfactory completion of all required methods courses,

F. The required physical exam for public school teachers,

G. Filing of an application for student teaching placement with the Department of Education.

EDU 440 SEMINAR IN EDUCATION

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

1 hour

EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail grading only.

1 hour

EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered.

2 hours

EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of mathematics in the elementary school, with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered.

2 hours

EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block course.

3 hours

EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block course.

3 hours

EDU 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

1 to 3 hours

Methods Courses

Specific methods courses are offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art in Grades K-5 (3 hours)
735 Methods in the Teaching of Art in Grades 6-9 (3 hours)
736 Methods in the Teaching of Art in Grades 9-12 (3 hours)
744 Art in the Elementary School (2 hours)
761 Theory/Methods of Teaching Dance in Grades K-6 (3 hours)
762 Theory/Methods of Teaching Dance in Grades 7-12 (3 hours)
763 Reflective Teaching (3 hours)
764 The Teaching of Science (3 hours)
764 The Teaching of Business (3 hours)
764 The Teaching of Foreign Language (3 hours)
764 The Teaching of English (3 hours)
744 Health Education in the Elementary School (2 hours)
744 Physical Education in the Elementary School (2 hours)
764 The Teaching of Social Studies (3 hours)
764 Methods of Teaching Home Economics (3 hours)
764 Methods of Teaching Mathematics (3 hours)
720 Materials and Methods for Teaching Music in Grades K4 (2 hours)
721 Materials and Methods for Teaching Music in Grades 4-6 (2 hours)
722 Materials and Methods for Teaching Music in Grades 7-12 (2 hours)
744 Music in the Elementary School (2 hours)

ENGLISH

Professor Walton, Head; Mary Lynch Johnson Professor Webb; Professors English, Gilbert, Jackson, and Taylor; Associate Professor Davis; Assistant Professors Colby, Grathwohl and Miller; Writer-in-Residence Adcock; Adjuncts Britt, Cockshutt, McGregor, Rosser, and Sickbert.

The courses offered by the Department of English are designed to foster in the student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

The curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as preprofessional training for business, law, and medicine.

— *Requirements for a Major in English*

Thirty-two hours in English, including 111, 201, 206, 275, 375, and a seminar.

Fifteen hours in the following areas:
3 in a survey course (202 or 330)
3 in medieval literature (351 or 352)
3 in Shakespeare (355 or 356)
3 in 18th/19th Century (340, 365, 367, or 368)
3 in 20th Century (345, 364, 370)

An additional 3 hours in courses numbered above the 200s.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

— Requirements for a Concentration in Professional Communications

Eighteen hours, including ART 140, SPE 225, ENG 358*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 230, 231, 245, 340, BUS 366, 466, 467, 468, and SPE 250, 350 and 360. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

— Prerequisites

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

— Curriculum

ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

**[ENG 150 SPELLING]

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

Spring, if sufficient demand *1 hour*

ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required 6-9 communication skills and 9-12 English certification students.

Spring *1 hour*

ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, and 18th-century writer, Wordsworth, Browning, and a 20th-century writer.

3 hours

ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

3 hours

ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

ENG 235 WRITING OF POETRY

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

Fall *3 hours*

[ENG 236 WRITING OF FICTION]

Narration and poetry from the writer' perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

Fall *3 hours*

ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors. Special attention to live and filmed performances.

Fall *3 hours*

ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

Fall *3 hours*

ENG 247 COPY-EDITING

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

Spring *3 hours*

ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper.

Fall *1 hour*

ENG 330 AFRICAN-AMERICAN WRITERS

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

---

* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications Concentration.

** Bracketed courses not offered in 1995-96

Spring *3 hours*

[ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION]

A study of 20th-century literature form Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

Fall *3 hours*

[ENG 340 DEVELOPMENT OF THE BRITISH NOVEL]

A study of the development of the British novel from its origins to the beginning of the twentieth century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Elior, Hardy and others.

Spring *3 hours*

ENG 345 IRISH RENAISSANCE

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

Spring *3 hours*

ENG 350 TOPICS IN DRAMA

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum.

Fall *3 hours*

ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

Fall *3 hours*

ENG 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

Spring *3 hours*

ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

Fall (ENG 355) *3 hours*
Spring (ENG 356) *3 hours*

[ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES]

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisite: ENG 275 or the equivalent.

Fall *3 hours*

ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing.

3 hours

ENG 359 SEMINAR IN AMERICAN LITERATURE

Topics are selected yearly. Some have included American romantic literature, Southern American literature, and American women writers. Prerequisite: ENG 275 or equivalent. Prerequisite: 206.

Spring *3 hours*

[ENG 364 TWENTIETH-CENTURY POETRY IN ENGLISH]

A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.

Spring *3 hours*

ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD

A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period.

Fall *3 hours*

[ENG 367 ENGLISH LITERATURE OF THE VICTORIAN PERIOD]

A study of the Victorian poetry and prose (fiction and non-fiction), with attention to the works of both men and women of the period.

Fall *3 hours*

ENG 368 ENGLISH LITERATURE OF THE EIGHTEENTH CENTURY

A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.

Spring *3 hours*

ENG 370 TWENTIETH-CENTURY PROSE IN ENGLISH

A study of the 20th century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.

Fall *3 hours*

ENG 375 RESEARCH PROJECT

Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite or corequisite: ENG 275.

1 hour

ENG 475 INTRODUCTION TO LITERARY CRITICISM

An introduction to the art of literary criticism from Aristotle to Derrida.

Spring *1 hour*

ENG 498 SEMINAR IN EUROPEAN LITERATURE

Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.

Spring *3 hours*

ENG 764 THE TEACHING OF ENGLISH

A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.

Fall *3 hours*

Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 59. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Professor Winz, Head; Professors Pitts and Thomas; Associate Professors Comeaux, Short, and Reiss; Assistant Professor Rey; Instructor Fugate; Adjuncts Coxe, Martin and Nittoli.

THE DEPARTMENT OF FOREIGN LANGUAGES OFFERS a major in French and Spanish, two years of Latin with some advanced work and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101,102 are required. Contact the department head for more information.

— *Requirements for Majors in French and Spanish*

Thirty-two (32) hours above 101,102 of course work are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, 365 for both French and Spanish. Majors in Spanish must also include 366 and 367. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. Majors must also take HIS 102. They are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors live two semesters in the International House, and work as assistants in the department for 1 or 2 semesters.

— *Advanced Study*

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 59.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

— *Advanced Placement*

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. Students will not receive any credit if they place themselves on a lower level. A placement test will be given in August. Students who have had three years of Spanish, French, or German must take this departmental test. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" on the intermediate level. To receive advanced placement credit for 205/206, a student must apply to the department head upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit hours in the language she studied. The language requirement can never be waived.

— *Curriculum*

French

FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 204. One hour of non-credit language laboratory required per week.

Fall *3 hours*

FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. One hour of non-credit language laboratory required per week.

Spring *3 hours*

FRE 204 STRUCTURAL FRENCH

Conversational and written French for students who had two years of high school work in the language, but who cannot qualify for FRE 205. One hour of non-credit language laboratory required per week.

Fall *3 hours*

FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 204, and gradual introduction of graded readings. One hour of non-credit language laboratory required per week. Prerequisite: FRE 102, FRE 204 or equivalent.

Fall and Spring *3 hours*

FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. One hour of language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Spring *3 hours*

FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

Spring, odd-numbered years *3 hours*

FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years *3 hours*

FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Fall *3 hours*

FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. Prerequisite: FRE 205 or equivalent.

Spring *3 hours*

FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

Fall or Spring *3 hours*

FRE 364 FRENCH LITERATURE TO 1789

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization. Required of majors.

Fall, even-numbered years *3 hours*

FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present. Required of majors.

Spring, odd-numbered years *3 hours*

FRE 394 SEMINAR IN SEVENTEENTH CENTURY*

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

3 hours

FRE 395 SEMINAR IN EIGHTEENTH CENTURY*

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th century France with some emphasis on Franco-American relationships.

3 hours

FRE 396 SEMINAR IN NINETEENTH CENTURY*

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

---

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

3 hours

FRE 397 SEMINAR IN TWENTIETH CENTURY*

A study of the main literary movements of the 20th century, with selected readings of the more contemporary writers such as Camus, Sartre, Robbe-Grillet.

3 hours

NOTE: Before enrolling in a literature course, a student should normally complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200 level sequence, may be admitted to a literature course with the permission of the professor.

FRE 300 LIFE AND STUDY ABROAD

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE

This course is offered only in connection with the department' s programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

FRE 350 FRENCH SEMINAR

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work or approval of instructor. Regular grading or pass-fail. Two semesters required of majors. May be repeated up to four times. Cannot fulfill general education language requirement.

Fall/Spring *1 hour*

For Licensure Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Internships

A limited number of internships for advanced students can be arranged through the department.

Certificat Pratique de Francais Commercial et Economique

Meredith has been identified as a testing center for the Certificat Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

German

GER 101 ELEMENTARY GERMAN I

Introduction to the German language. Grammar, graded readings, and some oral emphasis. One hour of non-credit language laboratory required per week.

Fall *3 hours*

GER 102 ELEMENTARY GERMAN II

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. One hour of non-credit language laboratory required per week

Spring *3 hours*

GER 205 INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. One hour of non-credit language laboratory required per week. Prerequisite: GER 102 or equivalent.

Fall *3 hours*

GER 206 INTERMEDIATE GERMAN II

A continuation of German 205. More advanced grammar and readings and further emphasis on the spoken language. One hour of non-credit language laboratory required per week. Prerequisite: GER 205 or equivalent.

Spring *3 hours*

GER 307 ADVANCED CONVERSATION

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the

---

[*] The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

German language. Prerequisites: GER 205,206 or equivalent.

3 hours

GER 366 ADVANCED GERMAN READING

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 205,206 or equivalent.

3 hours

GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

Italian

ITA 101 ELEMENTARY ITALIAN I

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposed only. Grammar, graded readings and oral emphasis. One hour of non-credit language laboratory required per week.

Fall *3 hours*

ITA 102 ELEMENTARY ITALIAN II

A review and continuation of ITA 101. English will be used in the classroom for orientation purposes only. One hour of language laboratory required per week.

Spring *3 hours*

Latin

LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar.

Fall *3 hours*

LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading.

Spring *3 hours*

LAT 205 INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid.

Fall *3 hours*

LAT 206 INTERMEDIATE LATIN II

A continuation of Latin 205 with further emphasis on advanced readings.

Spring *3 hours*

Students should consult with the department head about the possibility of advanced Latin studies.

Spanish

SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 204. One hour of non-credit language laboratory required per week.

Fall *3 hours*

SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. One hour of non-credit language laboratory required per week.

Spring *3 hours*

SPA 204 STRUCTURAL SPANISH

Conversational and written Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA 205. One hour of non-credit language laboratory required per week.

Fall *3 hours*

SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 204, and gradual introduction of graded readings. One hour of non-credit language laboratory required per week. Prerequisite: SPA 102, SPA 204, or equivalent.

Fall/Spring *3 hours*

SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. One hour of non-credit language laboratory required per week. Prerequisite: SPA 205 or equivalent.

Spring *3 hours*

SPA 304 SPANISH CIVILIZATION

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years *3 hours*

SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Fall *3 hours*

SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Spring *3 hours*

SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

Fall or Spring *3 hours*

SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature, beginning with the "Poema de mio Cid" and going through the 17th century. Required of majors.

Fall, odd-numbered years *3 hours*

SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Required of majors.

Spring, even-numbered years *3 hours*

SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. Required of majors.

Fall, even-numbered years *3 hours*

SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpentier and Neruda. Required of majors.

Spring, odd-numbered years *3 hours*

SPA 368 MODERN SPANISH DRAMA*

Masterpieces of modern Spanish drama.

3 hours

SPA 369 MODERN SPANISH PROSE, POETRY*

Masterpieces of modern Spanish prose (emphasis on the novel), beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners—Vicente Aleixandre and others.

3 hours

SPA 494 SEMINAR IN THE GOLDEN AGE OF SPAIN*

Selected works from Cervantes and the Golden Age Theater.

3 hours

NOTE: Before enrolling in a literature course, a student should normally complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200 level sequence may be admitted to a literature course with the permission of the professor.

SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

SPA 350 SPANISH SEMINAR

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass-fail. May be repeated up to four times for credit. Two semesters required of majors. Cannot fulfill general education language requirement.

Fall/Spring *1 hour*

For Licensure Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

---

* SPA 368, 369, and 494 will not be offered on a regular basis. Students should consult the department head for information.

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

HEALTH, PHYSICAL EDUCATION, AND DANCE

Professor Chamblee, Head and Athletic Director; Associate Professors Bross, Colwell-Waber; Assistant Professors Brown, Hatchell and Shapiro; Instructor Campbell; Adjuncts Ashby, Cooper, Cornejo, Ditch, Puett and Raley.

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

The department offers a program of study leading to a Bachelor of Arts degree in Dance, which emphasizes the creative, technical, and theoretical aspects of dance as a performing art. Students interested in teaching may obtain a K-12 Teaching Licensure in Dance. The department also offers a minor in dance and minors in physical education with emphases on fitness, teaching, and coaching.

Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges program with the approval of the department head.

— *Requirements for a Major in Dance*

The requirements for a major in dance shall include fulfillment of the general education requirements in addition to the following 56 credit hours:

A. Science Core 16
  BIO 101/141, General Biology I and lab* (4)
  BIO 102/142, General Biology II and lab (4)*
  BIO 322/342, Human Anatomy and Physiology (4)
  HED 282, Prevention and Care of Movement Injuries (1)
  PED 482, Kinesiology (3)
B. Dance Technique and Performance........................14
 Technique*..10
  DAN 253/353, Modern II/III (4)
  DAN 251/351, Ballet II/III (2)
  DAN 254/354, Jazz II/III (1)
  Electives (may include DAN 258) (3)
 Performance..4
  DAN 453 Meredith Dance Theatre (4)

---

* Fulfills general education requirements.

C. Dance Theory 23
- DAN 156, Movement Improvisation (2)
- THE 245, Stagecraft (3)
- DAN 200,* Dance Appreciation (3)
- DAN 255, Movement Fundamentals (2)
- DAN 256, Composition I (3)
- DAN 356, Composition II (3)
- DAN 359, Dance History (3)
- DAN 455, Dance Production (3)
- DAN 456, Dance Practicum (1)

D. Fine Arts Electives 3

Three hours of guided electives to be chosen from music, theatre, or art; or three hours from dance courses numbered 300 or above, including methods.

— *Teaching Licensure in Dance*

The K-12 Teaching Licensure in Dance is designed for those students who wish to pursue the teaching of dance as a profession in both private and public settings. This program of study will result in certification by the North Carolina Department of Public Instruction to teach dance in Grades K-12. See specific requirements in the teacher education section of this catalogue.

Theory: Health

HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

2 hours

HED 200 FIRST AID*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

2 hours

HED 282 PREVENTION AND CARE OF INJURIES

A course designed to provide instruction in the prevention and treatment of movement injuries. Course material includes an introduction to athletic training, the fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related conditions. Practical hours give students the opportunity to work with a certified athletic trainer in the field.

1 hour

HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Includes observations and field experiences in a school setting.

2 hours

Theory: Physical Education

PED 255 ELEMENTARY GAMES AND ACTIVITIES

A course designed to prepare students with the knowledge and skills to plan, organize, and teach games and activities for grades K-6. Basic principles of motor development and psychology of motor learning related to the learning and performance of motor skills will be emphasized.

2 hours

PED 329 PHYSICAL FITNESS

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

3 hours

PED 350 TEACHING AND COACHING INDIVIDUAL SPORTS

Designed to offer students experiences in instructional methodology appropriate to teaching individual sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in individual sports activity classes chosen from archery, badminton, golf, tennis; intercollegiate tennis; or equivalent.

3 hours

PED 351 TEACHING AND COACHING TEAM SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching team sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in team sports activity classes chosen from basketball, soccer, softball, volleyball; intercollegiate basketball, soccer, softball, or volleyball; or equivalent.

3 hours

PED 450 PRACTICUM FOR GRADES K-6

A course designed to provide a supervised teaching experience emphasizing basic movement, sports skills, games, dance, and gymnastics in a school setting. Prerequisites: PED 744, HED 744.

3 hours

PED 451 PRACTICUM FOR GRADES 7-12

A course designed to provide a supervised teaching

---

* Fulfills general education requirements.

and/or coaching experience in a school setting. Prerequisites: PED 350 or PED 351.
3 hours

PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisite: BIO 332 and 342 or approval of instructor.
3 hours

PED 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting. Ten hours of observation required.
2 hours

Theory: Dance

DAN 200 DANCE APPRECIATION

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.
3 hours

DAN 255 MOVEMENT FUNDAMENTALS

An introduction, through readings and movement exploration, to the fundamental elements of human movement, including the use of the body, space, effort, and time.
2 hours

DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. Prerequisite: DAN 156 or by teacher permission.
3 hours

DAN 257 MUSIC FOR DANCE

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.
Alternate years, Spring semester *2 hours*

DAN 356 DANCE COMPOSITION II

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form.
Fall semester *3 hours*

DAN 359 DANCE HISTORY

A survey of the historical development of dance as an art form during the seventeenth through twentieth centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.
Spring semester *3 hours*

DAN 455 DANCE PRODUCTION

A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, publicity and promotion, management and administration, stage management, and videography.
Alternate years, Fall semester *3 hours*

DAN 456 DANCE PRACTICUM

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, one-on-one body work, etc. All course specifications must be approved by the instructor prior to registration.
1 to 3 hours

DAN 761 THEORY AND METHODS OF TEACHING DANCE, K-6

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 255 or by teacher permission.
Fall semester *3 hours*

DAN 762 THEORY AND METHODS OF TEACHING DANCE, 7-12

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of evaluation. Prerequisite: DAN 761 or by teacher permission.
Spring semester *3 hours*

DAN 763 REFLECTIVE TEACHING

A course designed to provide the student with directed field experiences in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is on critical reflection about teaching and learning. Prerequisite: DAN 761/762.

Fall semester *3 hours*

Activity Classes

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring in dance or minoring in physical education or dance.

Students may repeat PE activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading. (See pages 56-57 for exception.)

Equitation, ice skating, and skiing are taught by professionals at off-campus facilities.

Listed below are activity courses offered on a regular basis by the Department. Offerings vary from semester to semester based on student interests, facilities and faculty.

Physical Education

Aquatics

PED 110	Beginning Swimming*–A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.
PED 113	Synchronized Swimming I*–An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite PED: 110 or equivalent experience.
PED 210	Intermediate Swimming–This course is a continuation of Swimming I. Emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills.
PED 212	Scuba Diving*—A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite PED: 210 or equivalent experience.
PED 310	Swim Conditioning—This course is a continuation of PED 210. Emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.
PED 311	Lifeguarding*—A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience. (2 hours)
PED 312	Water Safety Instructor–A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety. Prerequisite: PED 210 or equivalent. (2 hours)
PED 313	Synchronized Swimming II–Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

Physical Fitness

PED 120	Cross Training — An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.
PED 121	Aerobic Dance-Cardio Funk — A course designed to provide cardiovascular fitness through aerobic street dance movements.
PED 122	Aerobic Dance-Exercise — A course designed to provide cardiovascular fitness through aerobic dance movements.
PED 124	Strength Training — An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.
PED 125	Aquatic Fitness — A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Prerequisite: must be able to swim two lengths of the pool.
PED 126	Muscle Tone and Stretch — An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands.

Individual Sports

PED 130	Equitation I* — Instruction in horseback riding at the beginning level. Taught off-campus at McNair's and Ballentine's stables.
PED 140	Archery — Instruction in target shooting with bow and arrows, safety precautions,

---

* Additional fee

equipment use, scoring, and terminology. Recommended for all skill levels.

PED 141 Badminton I — A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play.

PED 142 Bowling I* — Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

PED 143 Golf I* — A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

PED 146 Tennis I — A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play.

PED 147 Snow Skiing* — Instruction in down-hill snow skiing for beginners. Instruction provided at the ski area by the Ski School. Transportation not provided.

PED 149 Karate* — This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardio-vascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation.

PED 150 Ice Skating* — Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

PED 157 Country Line Dance — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as DAN 157)

PED 230 Equitation II* — Instruction in horseback riding techniques. at the intermediate level. Taught off-campus at McNair's and Ballentine's stables. Prerequisite: PED 130 or equivalent experience.

PED 241 Badminton II — Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play. Prerequisite: PED 141 or equivalent experience.

PED 242 Bowling II* — Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

PED 243 Golf II* — Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management.

PED 246 Tennis II — Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles play. Prerequisite: PED 146 or equivalent experience.

PED 249 Karate II* — This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and Sparring. Prerequisite: PED 149 or equivalent experience.

PED 330 Equitation III* — Instruction in horseback riding at the advanced level. Taught off-campus at McNair's and Ballentine's stables. Prerequisite: PED 230 or equivalent experience.

PED 346 Tennis III — Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play. Prerequisite: PED 246 or equivalent.

PED 349 Karate III* — This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. Prerequisite: PED 249 or equivalent experience.

Team Sports

PED 161 Basketball — A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED 162 Soccer — A beginning level course which includes instruction in shooting, passing, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

---

* Additional fee

PED 163	Softball — A beginning level course which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play.
PED 164	Volleyball — A beginning level course which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

PED 471	Intercollegiate Basketball — Winter season
PED 472	Intercollegiate Soccer — Fall season
PED 475	Intercollegiate Volleyball — Fall season
PED 476	Intercollegiate Tennis — Fall and spring season
PED 477	Intercollegiate Fast Pitch Softball — Spring season

Dance

DAN 151	Ballet I — A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.
DAN 152	Folk and Square — An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels.
DAN 153	Modern I — A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.
DAN 154	Jazz I — A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.
DAN 155	African Dance — A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning level students.
DAN 156	Movement Improvisation — An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

2 hours

DAN 157	Country Line Dance — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels.
DAN 251	Ballet II — An intermediate level study of ballet technique. Appropriate for post-beginning students.
DAN 252	Participation in Choreographic Projects — This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN 356 Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies.
DAN 253	Modern II — An intermediate level study of modern dance technique. Appropriate for postbeginning students.
DAN 254	Jazz II — An intermediate level study of jazz dance technique. Appropriate for post-beginning students.
DAN 258	Mind/Body Integration — A unique approach to postural re-education through body awareness and stress reduction techniques.
DAN 351	Ballet III — An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.
DAN 352	Dance Repertory — This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Corequisite: DAN 453.
DAN 353	Modern III — An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students.
DAN 354	Jazz III — An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.
DAN 453	Meredith Dance Theatre — A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of Fall Semester, and admittance into the company is for the entire year.

HISTORY AND POLITICS

Professor C. Grubbs, Head (on leave in fall); Professor F. Grubbs (acting head in fall); Professor Burris; Associate Professors Frazier, Gates, and Novak; Assistant Professor True-Weber; Adjunct Happer, Johnson, Price and Smith.

THE DEPARTMENT OFFERS A MAJOR IN HISTORY, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that, thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

— *Special Career Directions*

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

— *Advanced Placement*

The department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Non-Western Civilization 224; Politics 100.

— *Requirements for a Major in History*

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professor, Dr. C. Grubbs and M. Novak.

— *Requirements for a Major in American Civilization*

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. Major professor, Dr. F. Grubbs.

— *Requirements for a Major in International Studies*

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language. Major professors Dr. F. Grubbs and Dr. M. Novak.

— *Requirements for a Minor in History*

The minor in history consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334 Research.

— *Requirements for a Concentration in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours mnst be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

— *Curriculum*

History

HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and German traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

Fall *3 hours*

HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modem world.

Spring *3 hours*

HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence, ending with the study of contemporary characteristics of the modern Latin American states.

Fall, even-numbered years *3 hours*

HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.

Fall *3 hours*

HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.

Spring *3 hours*

HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa.

Spring, odd-numbered years
Fall, odd-numbered years *3 hours*

HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: three semester hours of history or by permission.

Every three years *1 hour*

HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: three semester hours of history or by permission.

Every three years *1 hour*

HIS 302 ENGLISH HISTORY SINCE 1485 A.D.

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the British Islands and then across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people who history has deeply shaped our own.

Fall, odd-numbered years *3 hours*

HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.

Fall, even-numbered years *3 hours*

HIS 307 THE AGE OF RENAISSANCE AND REFORMATION

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval towards modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variable that underlay these changes in intellectual life, as well as the impact that these ideas had upon Europan society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds.

Spring, odd-numbered years *3 hours*

HIS 308 TWENTIETH CENTURY EUROPE

War, revolution, depression, more ware, genocide, the threat of nuclear annihilation–this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.

Spring, odd-numbered years *3 hours*

HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.

Fall, even-numbered years *3 hours*

HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.

Fall, even-numbered years *3 hours*

HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period.

Spring, even-numbered years *3 hours*

HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.

Fall, odd-numbered years *3 hours*

HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by

lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic changes taking place in countries with long continuous histories and rich cultural heritages.
Spring, even-numbered years *3 hours*

HIS 330 THE UNITED STATES AND THE WORLD
A study of global issues involving the United States *visa-vis* Europe, Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.
Spring, odd-numbered years *3 hours*

HIS 333 HISTORY OF THE SOUTH
A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.
Fall, odd-numbered years *3 hours*

HIS 334 METHODS OF HISTORICAL RESEARCH
Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200-level course).
Fall and Spring *3 hours*

HIS 499 SENIOR SEMINAR
A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only.
Fall and Spring *3 hours*

HIS 520 HISTORY OF NORTH CAROLINA
A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.
Fall, even-numbered years *3 hours*

HIS 764 THE TEACHING OF SOCIAL STUDIES
A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.
Spring *3 hours*

Politics

— *Requirements for a Major in Political Studies*

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 200, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier and True-Weber.

— *Requirements for a Minor in Political Studies*

The minor in political studies consists of 18 hours: POL 100 and POL 200, and, in addition, 12 hours in politics courses in consultation with the director of political studies.

— *Curriculum*

POL 100 AMERICAN POLITICAL SYSTEM
An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.
Fall and Spring *3 hours*

POL 204 MODERN POLITICAL SYSTEMS
An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation.
Spring, even-numbered years *3 hours*

POL 205 POLITICAL IDEAS SEMINAR
Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors who should take it in their sophomore or junior years.) Prerequisite: Eng 111. Also offered as PHI 205.
Spring *3 hours*

POL 210 INTERNATIONAL POLITICS
An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Includes a participatory simulation of an international crisis. (see instructor)
Fall *3 hours*

POL 300 LAW AND SOCIETY
An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.
Spring *3 hours*

POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS
The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The

case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.
Fall *3 hours*

POL 303 CONTEMPORARY AMERICAN POLICY AND POLITICS

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.
Fall, odd-numbered years *3 hours*

POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION

An introduction to the field of public administration. The executive branch of American governments will be examined. Methods, theories, and skills of administration in the public sector will be studied.
Fall, odd-numbered years *3 hours*

POL 309 THE POLITICS OF THE VIETNAM WAR

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.
3 hours

POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.
3 hours

POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Students may work out research proposals with the director of the political studies program. Prerequisite: POL 205.
Fall *3 to 4 hours*

CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship.
Spring, odd-numbered years *6 to 12 hours*

POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet in downtown Raleigh for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program.
Spring, odd-numbered years *6 hours*

POL 374 SOCIAL RESEARCH PRINCIPLES

See SOC 374 for description. Recommended for students wanting to pursue qualitative research projects.
3 hours

POL 375 SOCIAL RESEARCH METHODS AND STATISTICS

See SOC 375 for description.
3 hours

COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups. All internships require the permission of the director of the Political Studies program.
1 to 4 hours

Legal Assistant Courses

LEG 400 LEGAL SURVEY

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Juniors and Seniors only. Written permission from the Director of Legal Assistants Program required.
Fall and Spring *3 hours*

LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400 or permission from the instructor. Written permission from the Director of Legal Assistants Program required.
Spring *3 hours*

Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 59.

HUMAN AND ENVIRONMENTAL SCIENCES

Associate Professor Tippett, Head; Professor Goode; Associate Professors Burpitt, Ellis, B. Taylor; Assistant Professor Clark; Adjuncts Andron, Barish, Brainard, Holliday, Lightfoot and Witkege.

THE GOAL OF THE DEPARTMENT OF HUMAN Environmental Sciences is to enable students to pursue a career in her chosen area of study (child developent, clothing and fashion merchandising, foods and nutrition, home economics, or interior design) and/or enter a graduate program in a chosen field of study.

The objectives are that students will be able to:

1. apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society.
2. synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major.
3. demonstrate effective communication skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, interior design, and home economics. Minors are also offered in each area.

Majors may earn licensure to teach home economics in public and private schools; they may complete K-12 licensure; and they may also complete a second major or minor in another department.

The nutrition concentration is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for the Didactic Program in Dietetics (Plan V). Graduates of this program are eligible for the ADA Accredited Dietetic Internship Programs, the ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

The American Dietetic Association granted developmental accreditation to the Meredith College Dietetic Internship (a post-baccalaureate program) in 1994. Students enrolled in the dietetic internship will acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship will enable students to take the registration examination to become registered dietitians.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in home economics by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

— Requirements for a Major in Child Development

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through kindergarten. It prepares students for careers in preschools, day care centers, private kindergartens, and the public schools when combined with licensure requirements. Required courses are CD 234, 334, 335, 336, 436, 438; FN 227; HEC 499, 355; PSY 100, 210 or 310, 312; EDU 234; HED 200; ECO 374; SWK 405.

— Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 35 hours in a prescribed core and 3 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 211, 212, 213, 214, 314, 315, 414, 418; HEC 499; ECO 211; and BUS 366, 467.

Concentrations

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 413, BUS 346, and BUS 461. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, and 417. A minor in Art in required which includes the following courses: ART 101, 102, 105, 106, 247, and 301.

A minor of 21 hours is offered in either concentration for Clothing and Fashion Merchandising. Contact the department for details.

— *Requirements for a Major in Foods and Nutrition*

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) *Food Service Management Concentration* is available for students who are interested in careers in food service managemenr in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN 124, 222, 224, 227, 327, 328, 329, 425, 427; HEC 764, 499, 355; ECO 374; ACC 230; BUS 346, 366, 446, 467; BIO 101,141; three to four additional hours of BIO, CHE, or PHY.

The (B) *Nutrition Concentration* is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; HEC 764, 499; CHE 111,141, 112, 142, 221, 241; MAT 110; BIO 101,141,102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200. The Foods and Nutrition program has been granted Developmental Accreditation as a Dietetic Internship by the American Dietetic Association Council on Education Division of Education Accreditation/Approval. This specialized accrediting body is recognized by the Council on Post-Secondary Accreditation and the U.S. Department of Education.

— *Requirements for a Major in Interior Design*

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program in accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 247, 343, 344, 348, 443, 444, 447; CFM 418; HEC 499; ART 101,105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211,374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105 Sophomores: ID 243, 244, 245, 246; ART 106, 246

Juniors: ID 247, 343, 344, 348; ART 221 or 222; and 107

Seniors: ID 443, 444, 447; CFM 418; HEC 499

— *Requirements for a Major in Home Economics*

The home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

When she combines the home economics major requirements with those for secondary licensure, the student is qualified to teach consumer home economics and occupational home economics at the secondary school level in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in home economics.

— *Curriculum*

Child Development

CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of preschool children. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Two hours of lecture and three hours of laboratory per week.

3 hours

CD 334 INFANT AND TODDLER DEVELOPMENT AND CAREGIVING

A study of the development of children from birth to age 2 1/2, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture and two hours laboratory per week. Prerequisite: CD 234.

3 hours

CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

3 hours

CD 336 PRESCHOOL CURRICULUM

A study of the principles and components of a preschool program which focuses on developmentally appropriate practice and the development of the whole child. Prerequisite: CD 234. Three hours of lecture and three laboratory hours per week.

3 hours

CD 436 PRESCHOOL ADMINISTRATION

A study of the administration of day care centers including staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns. Prerequisite: CD 234.

3 hours

CD 438 PARENT EDUCATION

An overview of parent education with special emphasis on parent-child relationships, as well as problems and procedures of teachers working with children and/or families. Prerequisites: CD 234, 334, 436.

3 hours

Clothing and Fashion Merchandising

CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

3 hours

CFM 211 ELECTRONIC APPAREL DESIGN

An introduction to the use of computers as a tool for designing apparel. Students will learn how to use the mouse for drawing purposes, how to perform simple computer techniques, and how to scan illustrations on to the computer to make further adjustments. Application toward requirements: major, minor.

Fall *1 hour*

CFM 212 VISUAL MERCHANDISING

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout. Application toward requirements: major, minor.

Fall *3 hours*

CFM 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of economic, psychological, and sociological aspects of clothing.

Spring *3 hours*

CFM 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Fall *3 hours*

CFM 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

Spring *4 hours*

CFM 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Also available as ART 315.

Fall *3 hours*

CFM 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

Fall, alternate years *3 hours*

CFM 413 SPECIAL PROBLEMS IN RETAILING

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Application toward requirements: major, minor. Prerequisite: CFM 314.

Spring *2 hours*

CFM 414 APPAREL DESIGN DEVELOPMENT

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Application toward requirements: major, minor. Prerequisite: CFM 115, 214.

Spring, alternate years *2 hours*

CFM 415 DRAPING

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. Application toward requirements: major, minor. Prerequisite CFM 115, CFM 417 or permission from instructor. Also available as ART 415.

Spring, alternate years (or as needed) *3 hours*

CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115. Also available as ART 417

Fall, alternate years *3 hours*

CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

Fall *3 hours*

Foods and Nutrition

FN 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

3 hours

FN 222 PRINCIPLES OF FOOD CONSERVATION

Comparative study of principles and processes underlying the preservation of food products, emphasizing the application of the fundamental sciences and recent developments. Prerequisite: FN 124.

As needed *1 hour*

FN 224 CULTURAL FOODS

A study of food and food customs of selected cultures.

As needed *1 hour*

FN 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

3 hours

FN 325 NUTRITION DURING THE LIFE CYCLE

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition. Prerequisite: FN 227.

Fall *3 hours*

FN 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.

Fall *3 hours*

FN 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection,.purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.

Fall *1 hour*

FN 329 HOSPITALITY MANAGEMENT AND CATERING

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations, quality and marketing for a catering company. Prerequisites: FN 124, 227, 327/328.

Spring *3 hours*

FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

Spring *3 hours*

FN 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

Spring *3 hours*

FN 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.

Fall *3 hours*

FN 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.

Fall *3 hours*

FN 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

Spring *3 hours*

Interior Design

ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

Fall *3 hours*

ID 144 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.

3 hours

ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

3 hours

ID 244 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six studio hours per week. Also offered as ART 244.

3 hours

ID 245 HOUSING ISSUES

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

Fall *3 hours*

ID 246 INTERIOR DESIGN MATERIALS

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

ID 247 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: ID 144, 244 (can parallel). Also offered as ART 247.

1 hour

ID 343 CONSTRUCTION TECHNOLOGY

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

Spring *3 hours*

ID 344 INTERIOR DESIGN III

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

ID 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; uses and control of light, lighting fixtures, and lighting installation. Emphasis on lighting for general illumination, tasks, and aesthetic effects. Prerequisites: ID 144 and 244.

Spring *1 hour*

ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

3 hours

ID 444 INTERIOR DESIGN IV

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

Fall *3 hours*

ID 447 CONTRACT INTERIOR DESIGN

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

Spring *3 hours*

Home Economics

HEC 355 FAMILY RESOURCE MANAGEMENT

The use of human resources to promote individual and family development. Emphasis on family life management skills.

3 hours

HEC 356 HOUSEHOLD EQUIPMENT

The selection, care, and use of common types of household equipment.

Fall *1 hour*

HEC 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

3 hours

HEC 455 RESOURCE MANAGEMENT PRACTICUM

Residence in the Ellen Brewer House. Suggested prerequisites: FN 326 and HEC 355.

3 hours

Seminar

HEC 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in home economics. Pass-fail grading only.

Fall *1 hour*

Education

HEC 764 METHODS OF TEACHING HOME ECONOMICS

A study of planning, implementing, and evaluating a home economics program. Practical experience in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary education and food service management majors. May not be counted toward a major.

Spring *3 hours*

HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer Home Economics and Occupational Home Economics). Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA and HERO), and legislation. Includes field experience. Required of secondary home economics education majors.

Fall *2 hours*

HEC 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

1 to 3 hours

Students who wish advanced study in human environmental sciences should consult with the department head and arrange for it through the special studies options listed on page 59.

MATHEMATICS AND COMPUTER SCIENCE

Professor V. Knight, Head; Professors Bouknight, Davis, Kraines (on sabbatical), and Preston; Assistant Professors Guglielmi and Hatfield; Instructor Balla; Adjuncts Furst. Houghtaling, A. Jones, O'Hara, Rosso, Schlintz, and Stanislaw.

— *Goals and Objectives*

The objectives of the courses and programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to gain confidence in her abilities and skill in mathematical reasoning, logical and creative thinking, and problem solving. Students will gain an appreciation of the wide application of mathematics in the world and they will understand and apply technology appropriately as a resource in problem solving.

Through one month hands-on computer "modules" students learn basic knowledge and skills needed for using personal computers. The goal of these modules is to teach students how to learn computer applications through learning the details of a particular package. Many special topics in computing are offered in the module format in addition to the four modules listed below under Computer Information Systems. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide mathematical and computer preparation for

- careers related to mathematics and computing
- careers in business and the professions
- careers in secondary, middle grades, and elementary teaching
- graduate school
- general living and a lifetime of continuing education

Objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer

In addition, the major in computer and mathematical sciences gives the student facility with computer science theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in computer and mathematical sciences.

Minors in mathematics, computer science, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the departmental office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A freshman-sophomore mathematics competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given to a rising senior majoring in the department.

Extracurricular activities include participation in the William Lowell Putnam Mathematical Competition, the Virginia Tech mathematics examination, and the competition in Mathematical Modeling. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

— *Requirements for Majors*

CORE CURRICULUM

MAT 211 Calculus I (4)
(Prerequisite: MAT 110 or placement)
MAT 212 Calculus II (3)
MAT 220 Linear Algebra (3)
MAT 250 Mathematical Reasoning (2)
MAT 313 Calculus III (3)
TOTAL 15

BACHELOR OF ARTS —
Mathematics

1. Core Curriculum (15)
2. At least one course chosen from (3)
   MAT 321 Modern Abstract Algebra
   MAT 410 Advanced Calculus
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
3. Mathematics courses at 200 level work or above....27
   (This includes courses from 1 and 2 above.)

TOTAL hours required 27
Prerequisite hours: 3

BACHELOR OF SCIENCE —
Mathematics

1. Core Curriculum (15)
2. MAT 410 Advanced Calculus (3)
3. At least two courses chosen from (6)
   MAT 321 Modern Abstract Algebra
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
4. Mathematics courses at 200 level work or above....33
   (This includes courses from 1-3 above.)
5. CSC 201 Computer Science I with Pascal...............3
6. One of the following sequences: 8
   CHE 111-112 General Chemistry I and II, or
   PHY 211-212 General Physics I and II
7. At least 12 semester hours in *one* of the following related areas: 12
   Biology, business and economics, chemistry and physics
   (this includes courses from 6 above), or computer science (this includes CSC 201 from 5 above)

TOTAL hours required 48-56
Prerequisite hours: 3

BACHELOR OF SCIENCE —
Computer and Mathematical Sciences

1. Core Curriculum..15
2. MAT 245 Statistics I (3)
   MAT 360 Numerical Analysis (3)
   TOTAL 6
3. At least one course chosen from 3
   MAT 321 Modern Abstract Algebra
   MAT 410 Advanced Calculus
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
4. Computer science courses
   CSC 201 Computer Science I with Pascal (3)
   CSC 203 Foundations of Computer Science (3)
   CSC 212 Computer Science II:
   Advanced Programming in Pascal (3)
   CSC 301 Data Structures and Algorithms (3)
   CSC 311 Computer Organization (3)
   CSC 330 Operating Systems (3)
   CSC 321 Topics in Computer Science (3)
   CSC 420 Computer Seminar (1)
   TOTAL 22
5. At least 3 elective hours in Mathematics or Computer Science, at 200 level work or above........3

TOTAL hours in the department 49

6. Science Requirements...8
   PHY 211-212 General Physics I & II and labs (8)

TOTAL hours required 57
Prerequisite hours: 3

— *Licensure Requirements*

- Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 110, MAT 120, or a calculus course.
- Middle Grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 110, 211, 245, 250 and 334. In addition, at least three hours in computer science are required.
- Middle Grades licensure in an area other than mathematics: MAT 110, MAT 120, or any calculus course.
- Secondary licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science are required.

Licensure endorsements are available in Mathematics and Computer Science. Requirements are available in the departmental office.

— *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 and MAT 110 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, MAT 211 and MAT 110 upon completion of MAT 313 with a grade of C or higher.

— *Curriculum*

Mathematics

MAT 110 ELEMENTARY FUNCTIONS

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

3 hours

MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

3 hours

MAT 130 EXPLORING WITH MATHEMATICS

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fairness, apportionment, Euler circuits, networks, transportation, scheduling, sequences, population growth, simple and compound interest, symmetry, and fractals.

3 hours

MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators and computer packages. Prerequisite: MAT 110 or placement.

4 hours

MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT 211 or placement.

3 hours

MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT 211.

3 hours

MAT 245 STATISTICS I

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity.

3 hours

MAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

MAT 313 CALCULUS III

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, line integrals, and surface integrals. Students will use a computer package. Prerequisite: MAT 212 or placement..

3 hours

MAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory will be emphasized. Prerequisite: MAT 250.

Fall *3 hours*

MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four MAT courses, 200 level or above, including MAT 250.

Fall, even-numbered years *3 hours*

MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS

A continuation of MAT 245, the study of probability and statistical inference. Greater emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

Fall, odd-numbered years *3 hours*

MAT 345 STATISTICS II

A continuation of MAT 245 which includes analysis of variance, multiple linear regression, and time series. Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use computer packages. Prerequisite: MAT 245 or equivalent.

Spring, odd-numbered years *3 hours*

MAT 354 DIFFERENTIAL EQUATIONS

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

Spring, even-numbered years *3 hours*

MAT 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Students will use computer packages. Prerequisite: MAT 212.

Fall, even-numbered years *3 hours*

MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

Spring, even-numbered years *3 hours*

MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the alegebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

Spring *3 hours*

MAT 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

Fall *3 hours*

MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

Spring, odd-numbered years *3 hours*

MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

Spring, even-numbered years *3 hours*

MAT 764 METHODS OF TEACHING MIDDLE GRADES/SECONDARY MATHEMATICS

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major.

Fall, odd-numbered years *3 hours*

MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES LICENSURE

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades licensure with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. To arrange to take this course, contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

1 hour

Computer Information Systems

(See below for Computer Science)

Computer information systems (CIS) courses at the

100-level are known as "computer modules" and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis. CIS 101 Introduction to Computing is a prerequisite for most other modules and many other courses across the campus that use the computer. The Introduction to Computing Competency Test (ICCT) is offered at regular intervals and on demand to waive a CIS 101 prerequisite. However, no credit is given for taking and passing the ICCT. Information on the knowledge and skills covered by the ICCT can be obtained in the departmental office. Many special topics in computing are offered in the module format in addition to the four modules listed.

CIS 101 INTRODUCTION TO COMPUTING

A basic introduction to using the PC with emphasis on using an operating system, such as DOS, or a Graphical User Interface (GUI), such as Windows. An introduction to basic computer terminology; formatting and disk management; directory and file creation, use, and management will also be covered. An introduction to application software by using a wordprocessor. No prior knowledge of computers is required. Pass/fail grading.

1 hour

CIS 112 WORDPROCESSING

Formatting, storage, and retrieval of text-based documents including advanced features such as tables, columns, and merges. Extensive use of microcomputer software such as Word Perfect. Prerequisite: CIS 101 or the former CSC 111, or CSC 201, or the competency test (ICCT). Pass/fail grading.

1 hour

CIS 120 SPREADSHEETS

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Lotus 1-2-3, Excel, or Quattro Pro. Also offered as BUS 120. Pass/fail grading.

1 hour

CIS 131 PRESENTATION GRAPHICS

Charting data by graphical representation and designing diagrams for presentation purposes. Extensive use of microcomputer software such as SPC Harvard Graphics. Prerequisite: CIS 101, or the former CSC 111, or CSC 201, or the competency test (the ICCT). Pass/fail grading.

1 hour

CIS 312 MANAGEMENT INFORMATION SYSTEMS

The principles and techniques of information analysis and systems design as related to the development of management information systems. Topics include information flow, information requirements of management, decision making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CSC 312. Prerequisite: Any CSC course or three CIS modules.

Spring, odd-numbered years *3 hours*

Computer Science

(See above for Computer Information Systems)

Courses with CSC prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

CSC 201 COMPUTER SCIENCE I WITH PASCAL

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document Pascal programs using techniques of good programming style. Prerequisite: At least one college-level mathematics course.

Fall *3 hours*

CSC 203 FOUNDATIONS OF COMPUTER SCIENCE

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of computation).

Spring *3 hours*

CSC 211 COBOL PROGRAMMING

An introduction to the business-oriented programming language COBOL. Design in structured programs, including table handling, array processing, and report generating. Prerequisite: Three hours of computer science.

Spring, even-numbered years *3 hours*

CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN PASCAL

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of Pascal, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201.

Spring *3 hours*

CSC 215 DATABASE THEORY AND DESIGN

Fundamentals of database management. Topics include data models, query languages, database design, concurrency, and locking. A commercial database program will be used. Emphasis on design and implementation. Prerequisite: CSC 201 or CSC 211.

Fall, odd-numbered years *3 hours*

CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212.

Fall *3 hours*

CSC 307 SOFTWARE DEVELOPMENT WITH C

Introduction to principles of design, coding, and testing of software projects. C programming language; implementation of advanced programming techniques; the software development life cycle; managing the implementation of large computer projects. Prerequisite: CSC 301.

Spring, odd-numbered years *3 hours*

CSC 311 COMPUTER ORGANIZATION

The fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to assembly language programming. Prerequisite: CSC 203.

Fall, even-numbered years *3 hours*

CSC 312 MANAGEMENT INFORMATION SYSTEMS

The principles and techniques of information analysis and systems design as related to the development of management information systems. Topics include information flow, information requirements of management, decision making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CIS 312. Prerequisite: Any CSC course, or three CIS modules.

Spring, odd-numbered years *3 hours*

CSC 321 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

Spring *3 hours*

CSC 330 OPERATING SYSTEMS

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, Prerequisite: CSC 212.

Fall, odd-numbered years *3 hours*

CSC 420 COMPUTER SCIENCE SEMINAR

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least 2 CSC courses numbered 200 or above and junior or senior standing.

Fall *1 hour*

Under the auspices of Cooperating Raleigh Colleges, students in the mathematical and computer sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However with an additional year, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in mathematics and computer science should consult with the department head and arrange for it through the special studies options listed on page 59.

MUSIC, SPEECH AND THEATRE

Professor D. Lynch, Head; Professors Clyburn, Fogle, F. Page, and Vaglio; Associate Professors Creagh, and Williams; Assistant Professors Pence and C. Rodgers; Instructor W. Rodgers; Adjuncts Allred, Atchley, Blackledge, Brewer, Brockwell, Brown, Burroughs-Price, Carter, Charlton, Daugherty, Deane, Dopler, Downward, Dunson, Dupre, Dyke, Eagle, Evans, Farrington, M. Garriss, P. Garriss, Gilmore, Gorski, Halverson, Hudson, Jolly, Kauffman, Lohr, Long, M. Lynch, McKee, Morgan, Nelson, Partridge, Potorti, Randolph, Riva-Palacio, Robinson, Sparks, A. Stephenson, E. Stephenson, and Thomas; Facilities Technical Director Landry.

— *Purpose*

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a minister–all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

— *Goals and Objectives*

The objectives of the programs and courses offered by the Department of Music, Speech, and Theatre are to encourage the student to

- develop critical thinking skills
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body
- pursue careers in the performing arts, arts education, business and professional settings, churches
- develop aesthetic understanding through evaluation of important works of art related to music, speech, and theatre
- gain knowledge of basic artistic and philosophical movements in history
- gain knowledge and skills necessary to understand contributions of diverse cultures to music, speech, and theatre
- understand the theoretical base applicable to each discipline
- promote involvement in the artistic life of the community
- understand and apply technology related to specific areas of music, speech, and theatre
- understand the fundamental importance of arts education
- accumulate the knowledge and experiences necessary to develop reflective thinking
- perform in public.

— *Areas of Concentration*

The department offers the following programs:

- the Bachelor of Arts with majors in music, speech communication, or theatre
- the Bachelor of Music with majors in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

A *Certificate in Church Music* may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* is also offered. Master of Music students may choose either performance and pedagogy or music education. Information is available in the music department or in the graduate office.

— *Audition and Interview*

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a tape recording and/or videotape may be sent in lieu of a personal audition.

— *Requirements for a Major*

BACHELOR OF ARTS

1. Major in Music

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or or the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to preapre for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses	32
Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Seminar in Music Literature 494	2
Applied Music and Electives	16
Minimum in applied music	8
Graduation Recital 491	1
Electives in Music	7

2. Major in Speech Communication

The Bachelor of Arts with a major in speech communication prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech communication is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech communication requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses	23
Speech 150 (Voice and Articulation)	3
Speech 225 (Fundamentals of Speech)	3
Speech 326 (Oral Interpretation of Literature)	3
Speech 350 (Oral Communications for Business and the Professions)	3
Psychology 410 (Social Psychology)*	3
Advanced Rhetoric (English 358, or approved equivalent)*	3
Speech 494 (Human Communication: Psychological Perspectives)	3
Theatre 240 (Practicum: Publicity/House Management)	1
Speech 410 (Senior Practicum)	1
Related Studies	12

Twelve hours are required in speech communication or other departmentally approved electives. The choice of electives must be approved by the student's adviser. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

Examples of approved electives include BUS 366, BUS 384, BUS 446, BUS 448, ENG 245, ENG 475, HEC 335, POL 301, POL 303, PSY 212, PSY 332, PSY 530, SOC 335, SPE 920.

3. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser–toward a greater overview or toward a focus on performance or production.

Core 24

Theatre 114 (Introduction to Theatre)	3
Theater 224 (Basic Acting)	3
Theater 230-242 (Practica– at least three different areas)	3
Theatre 245 (Stagecraft)	3
Theatre 316, 317 (History)	6
English 350 (Topics in Drama) (must be approved by adviser), or English 355 or 356 (Shakespeare)	3
Theatre 490 (Project: area of specialization)	3

Additional Courses	12
The student must select at least 12 credit hours from the following list of courses:	
Speech 150 (Voice and Articulation)	3
Theatre 214 (Creative Dramatics)	3
Theatre 230-242 (Theatre Practicum) (areas of study to be determined in consultation with major adviser)	1-3
Theatre 246 (Lighting and Sound)	3
Theatre 247 (Costume and Makeup)	3
Theatre 324 (Intermediate Acting)	3
Theatre 424 (Advanced Acting)	3
Theatre 425 (Directing)	3
Theatre 495 (Seminar in Musical Theatre)	3
Theatre 499 (Internship)	1-3

Students majoring in theatre are expected to participate in departmental productions.

4. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

---

* Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for these courses.

5. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, *Meredith Performs* offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

a. She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).

b. She may major in theatre and minor in music (Bachelor of Arts).

On occasion, students plan a contract major in musical theatre in consultation with the music and theatre faculty.

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, and other professions not directly related to music.

Major in Applied Music

Liberal Arts and Sciences	42
English composition	3
Major British Writers	3
Foreign language	6
(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)	
Religion	6
(Religion 100 and any advanced three-hour course)	
Social and Behavioral Sciences	6
A. History of Western Civilization (3)	
B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)	
Mathematics and natural sciences	6-7
A. Mathematics (3)	
B. Natural Science (3-4)	
Select one course from the following categories: biology, chemistry, physical geography, physics	
Health and physical education	4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)	
Electives in liberal arts and sciences	1-8

Music Courses	82
1. Concentration in Keyboard or Instrument	
Theory 100, 101,202, 203	12
Ear-Training 150, 151,252, 253	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313	8
Pedagogy 220, 322	4
Conducting 300, 301	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2
Literature of Applied Music 314	2
Principal applied study	24
Secondary applied study(ies)	4
Junior Recital 390	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	8
2. Concentration in Voice	
Theory 100, 101,202,203	12
Ear-Training 150, 151,252, 253	4
Keyboard 140, 141,242, 243	4
Music Literature 215	2
Music History 310, 311,312, 313	8
Pedagogy 220	2
Phonetics 256, 257	2
Conducting 300, 301	4
Seminar in Music Literature 494	2
Seminar in Theory 495	2
Literature of Applied Music 314	2
Voice	24
Secondary applied study(ies)	4
Junior Recital 390	1
Graduation Recital 490	1
Keyboard proficiency	
Music electives	8
3. Concentration in Piano Pedagogy	
Theory 100, 101,202, 203	12
Keyboard 140, 141,242, 243	4
Ear-Training 150, 151, 252, 253	4
Music Literature 215	2
Conducting 300, 301	4
Music History 310, 311,312, 313	8
Literature of Applied Music 314	2

Principal applied study (piano) 22
Secondary applied study(ies) 4
Pedagogy 220, 321,322, 423, 424, 425 11
Lecture-recital or workshop 391 1
Graduation Recital 490 1
Electives in music 7

Major in Music Education

Liberal Arts and Sciences 42
English Composition 3
Major British Writers...3
Foreign Language..6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)
Religion 6
(Religion 100 and any advanced three-hour course)
Social and Behavioral Science 9
A. History of Western Civilization (3)
B. American Ethnic Relations (SOC 335) (3)
C. Psychology of Exceptional Individuals (PSY 312) (3)
Mathematics and Natural Sciences 7
Mathematics (3)
Natural Science (4)
(Select from one of the following categories: biology, chemistry, physics)
Health and Physical Education..............................4
(Choose four activities courses or a two hour course in health or first aid)
Electives in liberal arts and sciences 4

Music and Professional Education 82
Theory 100, 101,202, 203 12
Ear-Training 150, 151, 252, 253 4
Keyboard 140, 141,242, 243 4
Music Literature 215...2
Music History 310, 311,312, 313 8
Winds and Percussions 070 4
String Instruments 060 2
Guitar Lab 068 1
Instrumentation 304 1
Choral Arranging 308 2
Conducting 300, 301...4
Principal applied study 14
Secondary applied study(ies) 3

Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.

Graduation Recital 491 1
Keyboard proficiency

Education, Methods, and Elective Courses

Materials and Methods Elementary 720 2
Materials and Methods Middle 721 2
Materials and Methods Secondary 722 2
Educational Psychology 234 3
Foundations of American Education 232 3
Student Teaching 439 (Block)...............................6
Reading (EDU 471) (Block)..................................1
Introduction to Audio/Visual Materials (EDU 441) (Block) 1

— *Certificate in Church Music*

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301..4
Church Music 395, 396, 397.................................6
Internship 934 4
Religion 12
(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)
Applied Music..18-28
Principal applied (14-24) — Complete 300 level (Organ, voice, or piano)
Secondary applieds 4
At least two semesters at 100 level in two of the following (other than principal applied):
organ, piano, voice
Graduation Recital 490 or 491 1
Ensembles must include the following experiences:
Choral ensembles (4 semesters)
Handbells (2 semesters)
Accompanying (2 semesters)
(Students whose principal applied is organ or piano)

MASTER OF MUSIC

Meredith offers two graduate majors in music. The *Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. The *Master of Music in Music Education* emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest caliber. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the graduate office.

Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 3-manual Austin in Jones Auditorium and a 1983 2-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 4,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

The *Fletcher School of Performing Arts at Meredith College* brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1994-95, the Fletcher School brought baritone William Stone, accompanist-coach Warren Jones, opera directors Richard Crittenden and Elizabeth Vrenios, soprano Joan Heller, and the Shenandoah Shakespeare Express for residencies of several days each. In addition, the National Opera Company offered numerous open rehearsals and two complete opera performances.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

— *Specific Requirements for Music Majors*

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly–whether on stage, in church, in the classroom, or in the studio–in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Applied music majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

All undergraduate music majors are required to participate in ensemble each semester (with or without academic credit), except possibly the first semester of the freshman year and the student teaching semester. Singers meet this requirement through choral ensembles; instrumentalists, through instrumental ensembles; keyboard majors, through accompanying and other ensembles. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students who principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester.

Sophomore Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled at the beginning of the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office and from faculty advisers in music.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

— *Curriculum*

Courses in music may fulfill humanities/fine arts general education requirements.

Theory

MUS 100, 101 ELEMENTARY THEORY

Introduction to the theory of music; fundamental aspects of melody and harmony in Western music explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic writing and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly.

Fall/Spring *3 hours each semester*

MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141.

Fall/Spring *1 hour each semester*

MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction, TAPMASTER, and PITCHMASTER systems in a lab setting to drill these skills.

Fall/Spring *1 hour each semester*

MUS 202, 203 ADVANCED THEORY

Review and continuation of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

Fall/Spring *3 hours each semester*

MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

Fall/Spring *1 hour each semester*

MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-

singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.
Fall/Spring *1 hour each semester*

MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.
Spring *1 hour*

MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.
Fall *2 hours*

MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243.
1 hour

MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.
Spring *2 hours*

MUS 506 COMPUTERS AND MUSIC

An introduction to the world of computers and music applications to computing, including programming in BASIC, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet or information highway with specific emphasis upon musical resources.
Fall *2 hours*

MUS 105, 205, 305, 405 COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.
Fall and Spring *1 to 4 hours each semester*

History and Literature

MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.
Fall and Spring *3 hours*

MUS 215 MUSIC LITERATURE

Study of the development of important musical styles and forms through history. Listening to musical examples is correlated with the study of musical scores. Required of freshman majors.
Spring *2 hours*

MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS 101, MUS 215.
Fall *2 hours*

MUS 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.
Spring *2 hours*

MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.
Fall *2 hours*

MUS 313 TWENTIETH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.
Spring *2 hours*

MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.
2 hours

MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.
Fall *2 hours*

Music Education, Pedagogy, Phonetics

MUS 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

Fall and Spring *1 to 3 hours each semester*

MUS 070 BRASS, WIND, AND PERCUSSION INSTRUMENTS

Required of all music education majors, this course emphasizes mastery of technical aspects of instrumental playing needed to teach the C flute, B-flat clarinet, tenor trombone, one brass valve instrument, and basic snare drum rudiments. May be repeated for credit.

Fall and Spring *1 to 3 hours each semester*

MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area, as needed. Prerequisite: MUS 101, MUS 215.

Spring *2 hours*

MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

Fall *2 hours*

MUS 322 PRACTICUM

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

Fall and spring *1 hour each semester*

MUS 423 PEDAGOGY III

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

Spring *2 hours*

MUS 424 PRACTICUM

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

Fall and spring *1 hour each semester*

MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.

Fall/Spring, alternate years *1 hour each semester*

MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conduction patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301.

Fall/Spring *2 hours each semester*

MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

2 hours

MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

Fall *2 hours*

MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101,151.

Fall *2 hours*

MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

Spring *2 hours*

MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical

and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audio-visual materials and equipment in the classroom. Prerequisite: IDS 100.
Fall and Spring *2 hours*

Church Music

MUS 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

2 hours

MUS 396 HYMNOLOGY

A study of the hymns of the Christian church, their history, and their function in worship.

2 hours

MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

2 hours

MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

1 to 2 hours per semester

Ensembles

All undergraduate music majors are required to participate in ensemble each semester (with or without academic credit), except possibly the first semester of the freshman year and the student teaching semester. Singers meet this requirement through choral ensembles; instrumentalists, through instrumental ensembles; keyboard majors, through accompanying and other ensembles. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students who principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester.

MUS 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

1 hour each semester

MUS 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:.

a. Prepare to accompany a recital for one major;

b. Accompany lessons, jury examinations, and student recital appearances for one major;

c. Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or

d. Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

1 hour each semester

MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Examples of active instrumental ensembles include the Meredith Wind Ensemble and the Meredith Flute Ensemble.

1 hour each semester

MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

1 hour each semester

MUS 239 HANDBELL CHOIR

Beginning and advanced handbell ringers perform on and off campus. Solo and ensemble ringing opportunities. Students must be able to read music.

1 hour each semester

MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. By audition only.

1 hour each semester

MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.

1 hour each semester

MUS 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Corequisite: MUS 334.

1 hour each semester

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	*Weekly Half-Hour Lessons*	*Weekly Practice Hours*
1	1	5
2	2	10
3	2	15
4	2-3	20

Applied music fees are assessed for all applied music courses.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged. Pass-fail grading.

1 hour each semester

MUA 290 SOPHOMORE RECITAL

MUA 390 JUNIOR RECITAL

MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

MUA 490 GRADUATION RECITAL (APPLIED)

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in applied music.

MUA 491 GRADUATION RECITAL (B.A. or music education)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

Piano

Professor Clyburn, Coordinator; Professor Fogle; Adjuncts Allred, Blackledge, Brown, Daugherty, Evans, Jolly, Lohr, Riva-Palacio, and A. Stephenson.

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Section Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass-fail grading only.

1 hour

MUA 041 INTERMEDIATE CLASS PIANO

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass-fail grading only. May be repeated for credit.

1 hour

MUA 044 PREPARATORY PIANO

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA 144 PIANO I

J.S. Bach - Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatima; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition, composed after 1950.

MUA 244 PIANO II

J.S. Bach - A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA 344 PIANO III

J.S. Bach - A prelude and fugue from WTC, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a large Romantic work; a piece or movement from the piano ensemble literature.

MUA 444 PIANO IV

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

Organ

Professor D. Lynch, Coordinator; Adjuncts Dopler, Downward, and M. Lynch.

MUA 145 ORGAN I

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

MUA 345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

MUA 445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

Harpsichord

MUA HARPSICHORD 146, 246, 346, 446 Adjunct Downward

Violin

Adjunct Professor Garriss, Coordinator of Instrumental Music; Adjuncts Atchley, M. Garriss, Gorski, Partridge, and Randolph.

MUA 164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

MUA 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA 464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465
MUA CELLO 166, 266, 366, 466 Adjunct Hudson
MUA DOUBLE BASS 167, 267, 367, 467 Adjunct Dyke
MUA FLUTE 174, 274, 374, 474 Adjunct Nelson
MUA CLARINET 175, 275, 375, 475 Adjunct Gilmore
MUA PERCUSSIONS 189, 289, 389, 489 Adjunct Deane

Guitar

Adjuncts E. Stephenson and Dunson

MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

1 hour each semester

Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.

MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

Voice

Associate Professor Williams, Coordinator, Adjuncts Carter, Charlton, Farrington, Robinson, Sparks, and Thomas.

MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA 454 VOICE IV

Technical work continued, stressing flexibility.

Total repertory (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech Communication and Theatre

Associate Professor Creagh, Coordinator; Assistant Professor C. Rodgers; Instructor W. Rodgers; Adjuncts Brewer, Kauffman, Morgan, and Potorti; Technician Landry.

Please refer to pages ___ regarding the majors in speech communication and theatre. See pages ___ for the licensure program in theatre education. Minors are available in speech communication, theatre, and musical theatre. There is also a program to prepare interested speech communication majors for graduate licensure programs in speech pathology (see Coordinator for this program). A number of communication internships are available in public relations, television, radio, education, and speech therapy. Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in Speech Communication and Theatre may fulfill humanities-fine arts area distribution requirements.

Speech Communication

The courses in speech communication are designed to develop skills in public and interpersonal communication. Critical thinkingis a focus of communication studies, primarily as it is embodied in the clear, logical, and creative expression of ideas. The communication curriculum provides the student with a detailed understanding of the way communication functions in the individual consciousness, society, culture, business, and the arts. Students of communication frequently are employed in the fields of management, marketing, public relations, telecommunications, education, and speech therapy. Presenational skills applicable to most fields of endeavor are the focus of the introductory level courses. Upper level courses provide arenas for the theoretical and ethical reflection on the uses of these practical skills.

SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

3 hours

SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking special occasion speaking, the use of language in "oral style," audience analysis, and the use of logic and critical thinking in persuasive communication.

Fall, Spring *3 hours*

SPE 250 INTRODUCTION TO VIDEO PRODUCTION

A detailed study of S-VHS editing equipment and cameras. The course will concentrate on the proper techniques used to create video messages and on the care and operation of video equipment.

A video project and two written exams are also required. Completed student projects will air on Meredith College Television, providing the students first-hand experience creating and disseminating messages via television.

Fall, Spring *2 hours*

SPE 326 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

Fall, Spring *3 hours*

SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

Fall *3 hours*

SPE 360 TELEVISION PROGRAM DESIGN

This course teaches the student a variety of writing, directing, and editing techniques used in radio, television, video, and film. Emphasis will be on constructing messages for the television format. These scripts will include radio and television news, the informational or documentary format, and the drama. Students will study some basic directing and editing concepts for shot composition and sequencing.

Spring *3 hours*

SPE 410 SENIOR THESIS

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g. a major public address, performance, workship, video. lecture, etc.). This project will be approved in advance and implemented under the supervision of the major adviser. A detailed outline and annotated bibliography is required by midterm.

1 hour

SPE 494 HUMAN COMMUNICATION: PSYCHOLOGICAL PERSPECTIVES

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

Fall *3 hours*

SPE 920 PROJECT: AREA OF SPECIALIZATION

A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).

1 to 3 hours

SPE 930 COMMUNITY INTERNSHIPS

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available in speech pathology, public relations, tutoring at the N.C. Women's Correctional Institute, N.C. State Government, local television stations, as well as summer internships with major television networks, for interested and qualified applicants.

1 to 3 hours

SPE 940 SPECIAL TOPICS

Advanced coursework in a selected context of communication such as Persuasion or Interpersonal Communication.

Theatre

THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Fall and Spring *3 hours*

THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not productoriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

Fall *3 hours*

THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

Fall and Spring *3 hours each semester*

THE 230-242 THEATRE PRACTICUM

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a specified number of hours of work. Practica may be taken a maximum of eight times for credit.

Fall and Spring — *1 hour each section*

230 Performance (acting)
231 Performance (dance)
232 Performance (music)
233 Lighting
234 Sound
235 Costuming
236 Makeup
237 Stage Management
238 Scenic Construction
239 Scenic Design
240 House Management
241 Publicity and Box Office
242 Directing

THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

Fall, even-numbered years — *3 hours*

THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

Spring, odd-numbered years — *3 hours*

THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

Spring odd-numbered years — *3 hours*

THE 316 HISTORY OF THEATRE–CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

Fall, even-numbered years — *3 hours*

THE 317 HISTORY OF THEATRE–MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and non-western theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

Spring, even-numbered years — *3 hours*

THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 114 and permission of the instructor.

Spring, odd-numbered years — *3 hours*

THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

Fall and Spring — *1 to 3 hours*

THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

Fall, odd-numbered years — *3 hours*

THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

Fall, Spring, or Summer — *1-3 hours*

THE 735 METHODS OF TEACHING THEATRE

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, critisize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE 214.

Fall — *3 hours*

Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 59. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, Head; Professors Aubrecht, Heining-Boynton, and Hornak; Assistant Professor Edwards; Adjuncts Fairbank, Ferrell, Gilleland and Kraft

THE GOAL OF THE PSYCHOLOGY DEPARTMENT IS TO help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

— *Requirements for a Major in Psychology*

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)
Clinical (PSY 120, 320, 322, 324, 420, 422)
Experimental (PSY 330, 332, 334, 430, 530)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

NOTE: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

— *Curriculum*

PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

1 hour

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance.

3 hours

PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

PSY 212 PSYCHOLOGY OF SEX ROLES

The understanding of sex roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

3 hours

PSY 300 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Prerequisite: PSY 200.

4 hours

PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings.

3 hours

PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and behavioally handicapped; persons with speech, hearing, visual, and crippling health disabilities; and those with specific learning disabilities.

3 hours

PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

3 hours

PSY 322 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. The student will have an opportunity to practice her counseling skills in a session which will be observed by classmates. The course will emphasize a humanistic approach; however, the student will be acquainted with other theories.

3 hours

PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

Fall *3 hours*

PSY 326 THEORIES OF PERSONALITY

Major contemporary theories of personality. theories evaluated in light of research findings.

Fall *3 hours*

PSY 330 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Fall *3 hours*

PSY 332 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Spring *3 hours*

PSY 334 ANIMAL BEHAVIOR

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will be introduced to paleoanthropology, primate behavior, behavior genetics, and applied veterinary management. Typical research methods will also be discussed.

Spring *3 hours*

PSY 410 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition.

Spring *3 hours*

PSY 420 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings.

Fall *3 hours*

PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

Fall *3 hours*

PSY 424 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and video-taping are used in the course. A variety of theories are introduced. The students is strongly encouraged to take Abnormal or Personality Theories before taking this class. Junior/senior status.

3 hours

PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th and early 20th century psychological pioneers.

Spring *3 hours*

PSY 530 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving.

Fall *3 hours*

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

Students who wish to pursue individualized advanced study in psychology (e.g., advanced courses, research projects, internship experiences) may do so through the special studies options listed on page 59. Special studies have included courses in animal behavior, computer analysis of data, industrial psychology; research projects in personality, developmental and social psychology; and internship experiences *in clinical psychology, applied behavior therapy, business, personnel, education, and many other areas.*

Students may elect courses through the Cooperating Raleigh Colleges.

RELIGION AND PHILOSOPHY

Professor Cochran, Head; Professor Page; Associate Professors O'Brien and Vance; Assistant Professor Kirk-Duggan; Adjuncts Ellis, Safi and R. Smith.

THE DEPARTMENT OFFERS A MAJOR IN RELIGION and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the socio-cultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

— *The General Education Requirement in Religion (see page 44) may be completed as follows:*

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— *Requirements for a Major in Religion*

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally-oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

— *Curriculum*

Religion

REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the Biblical record and their significance for the present time.

3 hours

REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

3 hours

REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

3 hours

REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

3 hours

REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

3 hours

REL 266 PAULINE LITERATURE

The development of early Christian life and thought as found in the work and writings of Paul.

3 hours

REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

3 hours

REL 283 WOMEN IN THE CHRISTIAN TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

3 hours

REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religions themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

3 hours

REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

3 hours

REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

3 hours

REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

1 hour

REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

3 hours

REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

3 hours

REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 hours

REL 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership.

3 hours

REL 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 hours

REL 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined.

3 hours

REL 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

3 hours

Philosophy

PHI 201 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

3 hours

PHI 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors who should take it in their sophomore or junior years.) Prerequisite: ENG 111. Also offered as POL 205.

Spring *3 hours*

PHI 210 CRITICAL THINKING

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 59.

Students may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY AND SOCIAL WORK

Professor Sumner, Head; Professors Bishop and Zingraff, Director of Program in Sociology; Assistant Professors Brown and Glumm; Adjunct DuBose.

The department offers a major in sociology and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction. A certificate program in criminal justice studies is also offered in cooperation with the Department of History and Politics.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

— *Prerequisites for Sociology Courses:*

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

— *Requirements for a Major or Minor in Sociology*

A minimum of 27 hours in sociology is required, 15 of which are specified: SOC 230, 374, 375, 489, and 496. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

— *Requirements for a Major in Social Work*

Liberal Arts Courses: BIO 101: SOC 230, 376; PSY 100; POL 100 (15 semester hours). Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 310, 401, 402, 403. (37 semester hours)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional generalist social work practice.

Life & Work Experience: The Program does not give credit for social work required courses for life and work experience.

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

— *Requirements for a Concentration in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POl 301, SOC 335, POL 305, and HIS 215.

— *Requirements for a Minor in Women's Studies*

Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 268, REL 283, ART 324, ECO 335, SOC 338, HEC 355, SOC 376) or from approved special studies courses (e.g., HIS/History of Women, ENG/ American Women Writers, DAN/Bodies of Knowledge, POL/ Gender Politics, FRE, GER, SPA/Women's Literature, SOC/Gender, Race and Labor). The internship and any other special studies or equivalent courses must be selected in consultation with the Director of Sociology.

— *Curriculum*

Sociology

SOC 230 PRINCIPLES OF SOCIOLOGY

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

3 hours

SOC 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

3 hours

SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions and solutions to the challenges of social existence.

3 hours

SOC 335 AMERICAN ETHNIC RELATIONS

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United states. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored.

3 hours

SOC 336 CRIMINOLOGY

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered.

Fall, alternate years *3 hours*

SOC 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

Spring, alternate years *3 hours*

SOC 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society and an analysis of contemporary marriage and family experience with particular attention to changing dynamics as they influence childrearing and intimate relationships. Examples are drawn from research on diverse families in modern society.

3 hours

SOC 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy.

Alternate years *3 hours*

SOC 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

Alternate years *3 hours*

SOC 341 SOCIOLOGY OF RELIGION

For description, see REL 341

3 hours

SOC 374 SOCIAL RESEARCH PRINCIPLES

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social research. Guidance in reviewing and evaluating research reports is provided. Also offered as POL 374.

Fall *3 hours*

SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in this course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Also offered as POL 375.

Spring *3 hours*

SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE

This course introduces students to the dynamics and consequences of oppression. The first half of the course will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and\or disablement. The second half of the course will look at strategies for social justice and movements for social change.

Spring *3 hours*

SOC 431 SOCIAL STRATIFICATION

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain "who gets what and why." Inequalities of households and of nations of socially structured groups receive specific treatment.

Alternate years *3 hours*

SOC 489 SOCIAL THEORY

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School and Post Modernism.

Fall *3 hours*

SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to semi-

nar members and invited guests. Prerequisites, SOC 374 & 375.
Fall, Spring *3 hours*

Social Work

SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test out their interest in social work practice through the completion of 30 hours of volunteer work in a social welfare agency.
3 hours

SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite: SWK 241, POL 100.
Spring, summer *3 hours*

SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. Open to social work majors only. Prerequisite or corequisite: SWK 241, SWK 307 or SWK 308.
Spring *3 hours*

SWK 305 GENERALIST PRACTICE WITH FAMILIES & GROUPS

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and small groups and develop and test out skills in applying generalist interventive techniques to practice with families and groups. Consideration is given to adaptation of techniques to facilitate work with minority and ethnic families and groups. Spring semester only. Open to social work majors only. Prerequisite or corequisite: SWK 241, SWK 307 or SWK 308, SWK 304.
Spring *3 hours*

SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: INFANCY THROUGH CHILDHOOD

Use of the systems framework for selecting and using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of infancy and childhood are covered. Prerequisites: SOC 230, PSY 100, BIO 101 (prerequisite or corequisite) SWK 241.
Fall and summer, odd-numbered years *3 hours*

SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: ADOLESCENCE THROUGH AGING

Use of the systems framework for selecting and using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adolescence, adulthood, and aging are covered. Prerequisites: PSY 100, BIO 101, SOC 230; SWK 241 (prerequisite or corequisite).
Spring and summer, odd-numbered years *3 hours*

SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential, and correlation statistics are introduced and students practice application of evaluative research principles and statistics with appropriate computer software.
Fall *3 hours*

SWK 310 EVALUATION OF SOCIAL WORK PRACTICE

Students design an evaluation of practice project and implement it in a social work practice setting. Students register for the course the semester prior to the social work field placement and complete the project in a social agency during the field placement. Prerequisite: SWK 309.
Fall and spring *3 hours*

SWK 401 GENERALIST PRACTICE WITH ORGANIZATIONS, COMMUNITIES AND SOCIAL POLICY

The generalist model of social work practice is implemented in the context of organizations, and society. Students engage in a social policy project designed to develop knowledge and skills relevant for practitioners. Open to social work majors only. Prerequisites: SWK 241, 304, and 307 or 308.
Spring *3 hours*

SWK 402–A SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. Prerequisite: SWK 241, 302, 307, 308, 304, 305, 309, 310 (prerequisite or corequisite) and 401. Pass/fail grading. Fee: $75.
Fall, spring, and summer *10 hours*

SWK 402–B SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting. Prerequisite:SWK 241, 302, 307, 308, 304, 305, 309, 310, 405B (prerequisite or corequisite) and 401. Fee: $205.

Fall and spring *10 hours*

SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for an integrative seminar which assists in conceptualizing social work theory and ethics as they relate to social work practice. Written assignments are required to demonstrate integration of knowledge and practice. Corequisite: SWK 402. Pass/fail grading.

Fall, spring, and summer *2 hours*

SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, child welfare, and long term care of the aged.

SWK 405–A CHILD WELFARE

A study of children in contemporary society with an emphasis on preparing professionals who serve children to relate to them with enlightened sensitivity to their problems and potential. Topics covered include adoptions, child abuse, child neglect, permanency planning, foster care, policies and programs to serve children's needs, children in poverty, and children in single parent families.

Fall, spring *3 hours*

SWK 405–B SCHOOL SOCIAL WORK

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work.

3 hours

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for a special studies option.

Students may elect courses through the Cooperating Raleigh Colleges.

COLLEGE DIRECTORY

THE CORPORATION, 1995

— *Officers*

JOHN E. WEEMS
President
C. ALLEN BURRIS
Vice President and Dean of the College
CHARLES E. TAYLOR, JR.
Vice President for Business and Finance
(also serves as treasurer)
LAROSE F. SPOONER
Vice President for Administrative Affairs
(also serves as secretary)
MURPHY M. OSBORNE
Vice President for Institutional Advancement
G. EUGENE BOYCE
General Counsel

BOARD OF TRUSTEES

— *Officers*

CLAUDE WILLIAMS
Chair
JANE BYRD
Vice Chair
WAYNE EIDSON
Vice Chair, Buildings and Grounds
EVERETT HENRY
Vice Chair, Development
THEO PITT
Vice Chair, Finance
CRYSTAL LEATHERS
Vice Chair, Instructional Programs
MACK THOMPSON
Vice Chair, Personnel Matters
JEAN COOPER
Vice Chair, Student Development

— *Executive Committee*

CLAUDE WILLIAMS
Chair
JANE BYRD
Vice Chair
BARBARA ALLEN
ALLEN BAILEY
JEAN COOPER
WAYNE EIDSON
BOBBY HARRELSON
HELEN HARRIS
EVERETT HENRY
NORMAN KELLUM
WILLIAM LAWRENCE
CRYSTAL LEATHERS
GEORGE McCOTTER
RUBY McSWAIN
COLLICE MOORE
MARGARET PARKER
DAVID PARNELL
THEO PITT
EARL POPE
LEON SMITH
MACK THOMPSON
FRED WILLIAMS
RON WITHROW

— *Term Expiration 1995*

JANE BYRD
Hillsborough
ROGERS CLARK
Clinton
JEAN COOPER
Winston-Salem
GEORGE McCOTTER
Lillington
RUBY McSWAIN
Sanford
ERNESTINE NEWMAN
Fayetteville

EARL POPE
Charlotte
MACK THOMPSON
Raleigh
CLAUDE WILLIAMS
Durham

— *Term Expiration 1996*

ALLEN BAILEY
Charlotte
CATHY BUTLER
Asheville
WAYNE EIDSON
Raleigh
BOBBY HARRELSON
Wrightsville Beach
CRYSTAL LEATHERS
Rockingham
DAVID PARNELL
Parkton
SYBIL POPE
Angier
FRED WILLIAMS
Greensboro

— *Term Expiration 1997*

BARBARA ALLEN
Raleigh
LUTHER BREWER
Cary
HELEN HARRIS
Raleigh
EVERETT HENRY
Lumberton
NORMAN KELLUM
New Bern
WILLIAM LAWRENCE
Sanford
COLLICE MOORE
Greenville
THEO PITT
Rocky Mount
MARY JON ROACH
Wendell

— *Term Expiration 1998*

JO ELLEN AMMONS
Raleigh
JERRY HARPER
Jamestown
CHARLES PACE
New Bern
MARGARET PARKER
Winston-Salem
GAYLE POWELL
Whiteville
LEON SMITH
Gastonia
EARL SPANGLER
Shelby
GARY TRAWICK
Burgaw
RONALD WITHROW
Charlotte

BOARD OF ASSOCIATES

— *Officers*

PAMELA MITCHELL RILEY
President
Raleigh
STEPHEN K. ZAYTOUN
Vice President
Raleigh
DIANE BACON
Winston-Salem
HELEN HALL BOSSE
Raleigh
ROBERT N. BROOKS
Raleigh
BILL BROWN
Cary
LUANNE ROEBUCK BROWN
Raleigh
MADISON E. BULLARD
Raleigh
ROBIN HOWELL BURT
Huntersville
ELAINE BUXTON
Cary
SANDRA SAIN BYRD
Raleigh

SUSAN BURT CHERRY
Raleigh
JACK CLAYTON
Raleigh
KELLY KNOTT COBB
Cary
BETSY COCHRANE
Advance
HOPE HOLDING CONNELL
Raleigh
HERB COX
Raleigh
KARIN CRAM
Raleigh
JOHN DANIEL
Sanford
WILLIAM G. DAUGHTRIDGE, JR.
Rocky Mount
GWEN P. DAVIS
Raleigh
KENNETH D. DICKINSON
Raleigh
BOYD DIMMOCK
Raleigh
HARRY L. EBERLY
Raleigh
SAM EWELL
Enfield
JONI FAY WATTS FETTERMAN
Clinton
JOYCE FITZPATRICK
Raleigh
JANE CATE FOWLER
Zebulon
BARBARA GOODMAN
Raleigh
DOROTHY LOFTIN GOODWIN
Apex
ROBERT L. GUTHRIE
Raleigh
GLEN HARDER
Raleigh
TERESA POSTON HARRISON
Raleigh
LESLIE L. HAYES
Chapel Hill
H. PARKS HELMS
Charlotte
MICHAEL V. HENDLEY
Sanford

H. ALEXANDER HOLMES
Raleigh
GROVER E. HOWELL
Weldon
KAY M. HUGGINS
Raleigh
MARIE DUNN INSCORE
Rocky Mount
ELAINE M. JONES
Raleigh
RAYMOND S. KESTLER
Raleigh
EUGENE M. LANGLEY, JR.
Raleigh
WILLIAM G. LAWRENCE
Sanford
DAWN POWELL LOWDEN
Raleigh
KENNETH LUCAS
Raleigh
MABEL CLAIRE HOGGARD MADDREY
Raleigh
RICHARD G. McCARTY
Raleigh
CAROLYN OSBORNE
Raleigh
CAROLINE T. POWELL
Charlotte
INA MAE BYRD POWELL
Fuquay-Varina
J. FOREST PULLEY
Raleigh
MICHELLE RICH
Raleigh
PAMELA M. RILEY
Raleigh
FRANK E. ROBERTS
Charlotte
VIRGINIA LANCASTER ROBERTSON
Rocky Mount
JOYCE McINTYRE RUDISILL
Charlotte
CINDY SCHNEIDER
Raleigh
RONALD V. SHARPE
Raleigh
JACK STANCIL
Raleigh
JIM TAYLOR
Raleigh

BRENT WELLS
Cary
MELISSA STEWART WOODELL
Sanford
STEPHEN K. ZAYTOUN
Cary

— *Advisory Council*

DAVE BENEVIDES
RTP
THACK BROWN
Cary
FRANK DANIELS III
Raleigh
DAN DAVIES
Raleigh
GAYLE W. DORMAN
Winston-Salem
HOWARD EDWARDS
Raleigh
MARILYN FOOT-HUDSON
RTP
J. RICHARD FUTRELL, JR.
Raleigh
WENSELL GRABAREK
Durham
DAVE HEINL
Raleigh
J. DAVID HILL
Raleigh
KARL HUDSON III
Raleigh
PHILLIP J. KIRK, JR.
Raleigh
R. DAVID LANE
Raleigh
CAROLYN SPERRY LEITH
Raleigh
BOB LUDDY
Youngsville
THOMAS H. McGUIRE, JR.
Raleigh
CHUCK OLSEN
Raleigh
WALTYE RASULULA
Raleigh
JAMES A. RISHER
Raleigh
RICHARD URQUHART, III
Raleigh
C. ED VICK, JR.
Raleigh
ROBERT WHITE
Raleigh
STEVE ZELNAK
Raleigh

ALUMNAE ASSOCIATION

— *Officers 1994-95*
(Date following name indicates year of graduation)

CINDY GRIFFITH McENERY, 1970
President
Raleigh
CAROLINE TOCCOA POWELL, 1987
President Elect
Charlotte
MONA HORTON DEAN, 1958
Secretary
Clayton
MARY JON GERALD ROACH, 1956
Past President
Wendell
ELIZABETH TRIPLETT BEAM, 1972
Vice President for Programs
Raleigh
VIRGINIA GENTRY PARKER, 1983
Vice President for Gifts
Raleigh
JEANNE COLEMAN von LEHMDEN, 1987, MBA 1992
Vice President for Outreach
Greenville

— *Directors-at-Large*

LENA EPPS BROOKER, 1962
Raleigh
CHRISTIE BISHOP BARBEE, 1983
Raleigh
MARY STUART PARKER BROOKS, 1971
Charlotte
MARTHA RIVERS DICKSON, 1964
Cary
MARY WOODLEY DICUS, 1974
Raleigh

DEL HUNT JOHNSON, MBA 1991
Raleigh
LYNN VAUGHAN LEIDHEISER, 1983
Greer, SC
LEE BETTS PERRY, 1983
Wake Forest
GAYLE WELLS POWELL, 1948
Whiteville
HELEN CANADAY SIMMS, 1940
Richmond, VA.
EMILY CAMPBELL TUCK, 1960
Lumberton
MARY TURNER WANNAMAKER, 1970
Charlotte

— Trustee Representative

SYBIL WILLIAMS POPE, 1962
Angier

FACULTY, 1994-95

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

ALAN I. AMMANN, D.B.A.. (1990)
Associate Professor of Business
B.S., M.B.A., D.B.A., Mississippi State University.

LYN G. AUBRECHT, Ph.D. (1974)
Professor of Psychology
A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (1984)
Associate Professor of Art
B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

RUTH BALLA, M.S. (1987)
Manager of User Support, Office of Technology Services
Instructor of Computer Science
B.S., Wilkes College; M.S., North Carolina State University.

MAUREEN BANKER, M.A. (1984)
Instructor of Art
A.B., Meredith College; M.A., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

VERGEAN R. BIRKIN, A.M. (1963)
Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)
Professor of Social Work
A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)
Associate Professor of Business
B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, Ph.D. (1966)
Professor of Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

CYNTHIA BROSS, Ph.D. (1981)
Associate Professor of Health and Physical Education
B.S., M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CAROL BROWN, M.S. (1984)
Assistant Professor of Physical Education
B.S., Colorado State University; M.S., Smith College.

LORI ANN BROWN, Ph.D. (1992)
Assistant Professor of Sociology
B.A., University of Louisville; M.A., Temple University; Ph.D., Indiana University.

MARTHA BURPITT, Ph.D. (1991)
AssociateProfessor of Human Environmental Sciences
B.F.A., M.F.A., Ph.D., University of Georgia.

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College
Professor of History and Politics
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

MELINDA CAMPBELL, M.S. (1992)
Instructor of Physical Education
B.S., Gardner-Webb College; M.S., Indiana University.

SHARON M. CANNON, M.Ed. (1995)
Dean of Students
A.B., Washington University; M.Ed., University of Florida.

MARIE CHAMBLEE, Ph.D. (1977)
Associate Professor of Health and Physical Education
B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

V. GLENN CHAPPELL, Ph.D. (1991)
Associate Professor of Business
B.S., North Carolina State University; Ph.D., University of Tennessee.

KATHRYN CLARK, Ph.D. (1992)
Assistant Professor of Human Environmental Sciences
B.S., M.S., Ph.D., UNC-Greensboro.

GWENDOLYN CLAY, Ph.D. (1985)
Associate Professor of Education
B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)
Professor of Music
A.B., Elon College; M.S., Juilliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)
Professor of Religion
A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; postdoctoral research, Yale University.

ROBIN COLBY, Ph.D. (1988)
Assistant Professor of English
A.B., Meredith College; A.M. North Carolina State University; Ph.D., Duke University.

ALYSON W. COLWELL-WABER, M.F.A. (1984)
Associate Professor of Dance
B.S., Pennsylvania State University; M.F.A., Arizona State University.

JACQUES COMEAUX, Ph.D. (1983)
Associate Professor of Foreign Languages
A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

JOHN W. CREAGH, Ph.D. (1984)
Associate Professor of Speech
A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

JAMES C. CREW, Ph.D. (1990)
Associate Professor of Business
B.S., M.Econ., Ph.D., North Carolina State University.

CHARLES A. DAVIS, Ph.D. (1967)
Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

CYNTHIA EDWARDS, Ph.D. (1991)
Assistant Professor of Psychology
A.B., Wake Forest University; A.M., Ph.D., University of North Carolina at Chapel Hill.

ANNIE B. ELLIOTT, A.M. (1990)
Assistant Professor of Dance
A.B., Mary Washington College of the University of Virginia; A.M., University of California, Los Angeles.

DIANE R. ELLIS, Ph.D. (1982)
Associate Professor of Human Environmental Sciences
A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

SARAH ENGLISH, Ph.D. (1979)
Professor of English
A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

LINDA FITZ-SIMONS, M.S. (1988)
Assistant Professor of Art
A.B., Meredith College; M.S., University of North Carolina at Greensboro.

JAMES C.B. FOGLE, Ph.D. (1977)
Professor of Music
A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

CLYDE C. FRAZIER, Ph.D. (1982)
Associate Professor of Politics
A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

JANET L. FREEMAN, M.L.S., (1984)
College Librarian
A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College.

ROSALIE P. GATES, Ph.D. (1965)
Associate Professor of History
A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)
Mary Lynch Johnson Professor of English
A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

JANE GLEASON, Ph.D. (1994)
Assistant Professor of Education
B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

KAREN GLUMM, Ph.D. (1994)
Assistant Professor of Sociology
A.B., A.M., Eastern Illinois University; Ph.D. University of Texas.

ELLEN B. GOODE, Ed.D. (1976)
Professor of Human Environmental Sciences
B.S., Virginia Polytechnic Institute; M.S.H.E., University

of North Carolina at Greensboro; Ed.D., North Carolina State University.

ELOISE GRATHWOHL, Ph.D. (1990)
Assistant Professor of English
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

BLUMA GREENBERG, A.M. (1976)
Assistant Professor of Art
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

LARRY L. GRIMES, Ph.D. (1981)
Professor of Biology
B.S., M.S., Ph.D., North Carolina State University.

CAROLYN B. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Meredith College; M.A.T., Duke University; Ph.D., North Carolina State University.

FRANK L. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

JOSEPHINE GUGLIELMI, Ph.D. (1987)
Assistant Professor of Mathematics
A.B., Duke University; M.S., Ph.D., North Carolina State University.

SANDRA HANNER, M.B.A. (1987)
Instructor of Business
B.S., University of North Carolina at Chapel Hill; M.B.A., Meredith College.

KAREN HASSETT, Ph.D. (1987)
Assistant Professor of Chemistry
B.S., University of North Carolina at Charlotte; Ph.D., University of Illinois.

CARL HATCHELL, M.A.T. (1988)
Assistant Professor of Physical Education
B.S., Mars Hill College; M.A.T., University of North Carolina at Chapel Hill.

LEE HEATHCOAT, M.Ed. (1989)
Instructor of Education
B.S., Southwestern State University; M.Ed., N.C. State University.

DAVID HEINING-BOYNTON, Ph.D. (1989)
Associate Professor of Psychology
A.B., University of South Florida; A.M., Ph.D., Ohio State University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

R. JOHN HUBER, Ph.D. (1974)
Professor of Psychology
A.B., Kent State University; M.A., University of Vermont; Ph.D., University of New Hampshire.

JEAN JACKSON, Ph.D. (1983)
Vice President for Student Development
Professor of English
A.B., Meredith College; A.M., Ph.D. University of Illinois.

JAMES R. JOHNSON III, Ph.D. (1979)
Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)
Dean of the John E. Weems Graduate School and Continuing Education
Professor of Education
A.B., A.M., Western Carolina University; Ed.D., Duke University.

SUE E. KEARNEY, A.M. (1966)
Director of Admissions
A.B., Meredith College; A.M., Wake Forest University.

JOHN W. KINCHELOE, III, A.M. (1985)
Media Specialist
A.B., University of Richmond; A.M., University of Virginia.

CHERYL KIRK-DUGGAN, Ph. D. (1993)
Assistant Professor of Religion
A.B., University of Southwestern Louisiana; M.M., University of Texas; M. Div., Austin Presbyterian Theological Seminary; Ph.D., Baylor University.

VIRGINIA KNIGHT, Ph.D. (1987)
Professor of Mathematics
A.B., DePauw University; A.M., Ph.D., University of Oregon.

VIVIAN KRAINES, Ph.D. (Spring 1979)
Professor of Mathematics
A.B., Ph.D., University of California.

JEROD KRATZER, Ph.D. (1986)
Associate Professor of Education
B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

CHARLES P. LEWIS III, Ph.D. (1980)
Associate Professor of Chemistry
B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

ROSE J. LIPPARD, M.B.A., J.D. (1989)
Assistant Professor of Business
A.B., Meredith College; M.B.A., American University; J.D., George Washington University.

W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

NAN MILLER, A.M. (1986)
Assistant Professor of English
A.B., Wake Forest University; A.M., North Carolina State University.

CARRIE NICHOLS, M.L.S. (1994)
Catalog Librarian
A.B., M.L.S., North Carolina Central University.

MICHAEL NOVAK, Ph.D. (1987)
Assistant Associate Professor of History
A.B., Denison University; A.M., Ph.D., Harvard University.

REBECCA J. OATSVALL, Ph.D. (1984)
Professor of Business
B.S., M.Acc., Ph.D., University of South Carolina.

JULIA M. O'BRIEN, Ph.D. (1989)
Assistant Professor of Religion
A.B., Wake Forest University; M.Div., Ph.D., Duke University.

MURPHY OSBORNE, Ed.D. (1988)
Vice President for Institutional Advancement
B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

ALLEN F. PAGE, Ph.D. (1973)
Dean of Undergraduate Instruction and Registrar
Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)
Associate Professor of Music
A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

DAVID PARKER (1993)
Associate Professor of Art
A.A., Campbell University; A.B., M.F.A. East Carolina University.

WETONAH PARKER, Ed.D. (1993)
Assistant Professor of Education
B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

SUZANNE PENCE, D.M.A. (1994)
Assistant Professor of Music
B.M.E., Milliken University; M.M.E., Wichita State University; D.M.A., University of Missouri at Kansas City.

BRENT A. PITTS, Ph.D. (1981)
Professor of Foreign Languages
A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Superieure de Commerce de Lyon.

DOROTHY K. PRESTON, Ph.D. (1961)
Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)
Assistant Professor of Foreign Languages
A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

MARTINE REY, Ph.D. (1991)
Assistant Professor of Foreign Languages
M.A., University of Tubingen, Germany; M.A., Northern Arizona University; Ph.D., University of North Carolina at Chapel Hill.

JEAN RICK, M.S. (1994)
Reference Librarian
A.B., Wittenberg University; M.A., West Texas A&M University; M.S., University of North Carolina at Chapel Hill.

CAROLEIGH ROBINSON, M.F.A. (1987)
Assistant Professor of Art
B.F.A., Maryland Institute College of Art; M.F.A., University of North Carolina at Chapel Hill.

CATHERINE B. RODGERS, M.F.A. (1988)
Assistant Professor of Speech and Theatre
A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

WILLIAM RODGERS, M.F.A. (1994)
Instructor of Theatre

A.B., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

SHERRY SHAPIRO, Ed.D. (1989)
Assistant Professor of Dance
A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

REGINALD B. SHIFLETT, Ph.D. (1978)
Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Associate Professor of Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A. (1982)
Assistant Professor of Business
B.S., Southwest Missouri State University; M.B.A., University of Dayton.

DEBORAH K. SMITH, Ph.D. (1985)
Associate Professor of Biology
B.A., Vanderbilt University; Ph.D., University of Virginia.

CHERYL SOUTHWORTH, Ph.D. (1990)
Assistant Professor of Education
A.B., SUNY-Genesco; A.M., New School for Social Research; Ph.D., University of North Carolina at Chapel Hill.

DONALD SPANTON, Ph.D. (1983)
Irving H. Wainwright Professor of Business
B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

THERESA SPENCER, Ph.D. (1987)
Associate Professor of Business
A.B., M.Econ., Ph.D., North Carolina State University.

LAROSE F. SPOONER, Ed.D. (1967)
Vice President for Administrative Affairs
and Executive Assistant to the President
A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

SUSAN SQUIRES, M.S.L.S. (1988)
Reference Librarian
A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

MARILYN M. STUBER, Ed.D. (1965)
Professor of Human Environmental Sciences
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

EUGENE M. SUMNER, D.S.W. (1973)
Professor of Social Work
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

JANICE C. SWAB, Ph.D. (1992)
Associate Professor of Biology
B.S. Appalachian State University; M.S., Ph.D., University of South Carolina

BETTINA G. TAYLOR, Ph.D. (1989)
Assistant Professor of Human Environmental Sciences
Prediploma, Justus Liebig Universitaet, Federal Republic of Germany; M.S., Ph.D., Kansas State University.

CHARLES TAYLOR, Jr., M.B.A. (1983)
Vice President for Business and Finance
B.S., M.B.A., East Carolina University.

LOUISE TAYLOR, Ph.D. (1978)
Professor of English
A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

MARY L. THOMAS, Ph.D. (1982)
Associate Professor of Foreign Languages
A.B., Ohio University; A.M., Ph.D., University of Michigan; postdoctoral study, University of North Carolina at Chapel Hill.

DEBORAH TIPPETT, Ph.D. (1987)
Associate Professor of Human Environmental Sciences
B.S., M.S., Ph.D., University of North Carolina at Greensboro.

BARBARA TRUE-WEBER, Ph.D. (1988)
Assistant Professor of Politics
A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Professor of Music
A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)
Associate Professor of Religion and Philosophy
A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

DOUGLAS J. WAKEMAN, Ph.D. (1984)
Associate Professor of Business
A.B., Ph.D., University of North Carolina at Chapel Hill.

EDWARD M. WALLER, M.S. (1986)
Technical Services Librarian
A.B., Wake Forest University; A.M., Duke University;

M.S., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)
Professor of English
A.B., A.M., Ph.D., University of Virginia.

BETTY WEBB, Ph.D. (1971) (1974)
Professor of English
A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

JOHN EDGAR WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

ELIZABETH A. WEIR, Ed.D. (1988)
Associate Professor of Education
B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

SUSAN B. WESSELS, M.B.A., C.P.A.(1978)
Assistant Professor of Business and Economics
A.B., Grove City College; M.B.A., DePaul University.

ELLEN WILLIAMS, D.M. (1992)
Associate Professor of Voice
A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

BURGUNDE WINZ, Ph.D. (1978)
Professor of Foreign Languages
A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

ELIZABETH D. WOLFINGER, Ph.D. (1992)
Assistant Professor of Biology
B.S., Liberty University; Ph.D., North Carolina State University.

RHONDA M. ZINGRAFF, Ph.D. (1979)
Professor of Sociology
B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

ADJUNCT FACULTY, 1994-95

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

KAREN ALLRED, Mus.M. (1989)
Music
Mus.B., Meredith College; Mus.M., University of North Carolina at Chapel Hill.

REBECCA AMIS, A.M. (1994)
Physical Education
B.S. University of Tennessee; A.M., New York University.

SUZANNE ANDRON, M.L.A. (1988)
Human Environmental Sciences
B.S., Pratt Institute; M.L.A., North Carolina State University.

MARTHA ARNOLD, M.Ed, (1994)
Education
B.S., Appalachian State University; M.Ed., University of North Carolina at Chapel Hill.

WILINDA ATCHLEY, Mus.B. (1987)
Music
Mus.B. Eastern New Mexico University; Graduate study, University of Kansas, University of Wisconsin.

DEBRAH BARISH, M.Ag. (1990)
Human Environmental Sciences
B.S., M.Ag. University of Florida.

KAREL BASE, Ph.D. (1994)
Chemistry
M.Sc., Institute of Chemical Technology in Czechoslovakia; Ph.D. Czechoslovak Academy of Sciences.

CHARLES BEATTIE, Ph.D., (1995)
Computer Science
A.B., North Carolina Central University; A.M. Ohio State University; Ph.D., Florida State University.

RICHARD BEATTY, M.F.A. (1989)
Art
B.S., East Carolina University; M.Ed., University of North Carolina at Greensboro.

LISA BLACKLEDGE, M.M. (1990)
Music
Mus.B., University of Wisconsin at Madison; Mus.M., University of North Carolina at Chapel Hill.

MARY STIVERS BRAINARD, M.S. (1986)
Human Environmental Sciences
B.S., Iowa State University; M.S., Purdue University.

CHRISTIE S. BREWER, M.A. (1994)
Speech Communication
A.B., B.S., Concord College; M.A., Marshall University.

VICKIE BRINKLEY, Ph.D., 1994
Human Environmental Sciences
B.S., M.S., Ph.D., University of North Carolina at Greensboro.

SUZANNE BRITT, A.M. (1987)
English
A.B., Salem College; A.M., Washington University.

CAROLYN BROCKWELL, M.M.E. (1989)
Music
Mus.B., Converse College; M.M.E., George Peabody College for Teachers.

NANCY BROWN, Ph.D. (1995)
Human Environmental Sciences
Ph.D., University of Maryland.

WILDA ESKEW BROWN, Mus.M. (1989)
Music
A.B., Berea College; Mus.M., Meredith College.

ELENI BUNN (1994)
Physical Education

L.D. BURRIS (1994)
Dance

ANITA BURROUGHS-PRICE (1994)
Music

ROBERT BUTLER, Ph.D. (1994)
History
A.B., Texas Christian University, A.M., Ph.D., University of Texas.

WHITNEY CAIN, M.A. (1995)
Psychology
A.B., University of the South; M.A., Boston University.

JOHN CARGILL, J.D. (1994)
Business
B.S., North Carolina State University; J.D., Campbell University; LL.M., Georgetown University Law Center.

LISBETH B. CARTER, Mus.M. (1994)
Music
Mus.B., Boston Conservatory of Music; Mus.M., Meredith College.

CATHERINE CHARLTON, Mus.M. (1987)
Music
B.M., Trinity University; Mus.M., Ohio State University.

DONNA CLARK (1994)
Physical Education

BEN COCHRAN, M.S. (1994)
Mathematics
B.A., Mars Hill College; M.S., North Carolina State University.

ROD COCKSHUTT, A.B. (1988)
English
A.B., Washington and Lee University.

NELVIN E. COOPER, M.Ed. (1990)
Physical Education
B.S., Elon College; M.Ed., University of North Carolina at Chapel Hill.

JOSE CORNEJO, B.A. (1994)
Physical Education
B.A., Averett College

FRANCIE CUFFNEY, Ph.D. (1993)
Biology
A.B., Oberlin College; M.S., University of Louisiana; Ph.D., University of Georgia.

ALICE W. DAUGHERTY, Mus.M. (1971)
Music
Mus.B., Lawrence College; Mus.M., Meredith College; additional study, Juilliard School of Music.

CHRISTOPHER DEANE, M.M. (1990)
Music
Mus.B., North Carolina School of the Arts; Mus.M., University of Cincinnati.

MARY KAY DELANEY, M.Ed. (1994)
Education
Teaching Certificate, Boston University; A.B., George Washington University; M.Ed., Harvard University.

DANIEL DETER, B.S. (1994)
Computer Science
B.S., North Carolina State University

JEANNE DIEHL-SHAFFER (1995)
Human Environmental Sciences

JANET DOPLER, Mus.M. (1988)
Music
Mus.B., Mus.M., Meredith College.

SUZANNE DORSEY, M.A. (1992)
Education
B.S., University of Missouri; M.A. Bradley University.

BROCK W. DOWNWARD, D.M.A. (1976)
Music
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

JUDY DUNSON, A.B. (1985)
Music
A.B., Meredith College.

ERIK DYKE, Mus.M. (1990)
Music
Mus.B., Mus.M., University of Michigan.

DON EAGLE (1986)
Music
Undergraduate study, University of North Carolina at Chapel Hill; private study.

JUDY ELLIS, M.Div. (1991)
Religion
A.B., Meredith College; M.Div., Southeastern Baptist

Theological Seminary.

MARGARET EVANS, Mus.D. (1994)
Music
Mus.B, University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

DOREEN FAIRBANK, Ed.D. (1991)
Psychology
A.B., M.A., Rutgers University; Ed.D., University of Alabama.

BETTY JO FARRINGTON, A.B. (1969)
Music
A.B., Meredith College.

MICHAEL FELDSTEIN, A.M. (1994)
Psychology
A.B., A.M., East Carolina University

ALEXANDRA FITTS (1994)
Foreign Languages

MICHELLE F. FLEMING, B.S. (1989)
Physical Education
B.S., Meredith College.

MARGARET FUGATE, A.M. (1994)
Foreign Languages
A.B., Radford College, A.M.

JACOB FURST, M.Ed. (1994)
Computer Science
B.A.0, Boston University; M.Ed., University of South Florida.

MARGARET E. GARRISS, Mus.M. (1989)
Music
Mus.B., Meredith College; Mus.M., Meredith College.

NATALIE GERIG (1995)
Physical Education

ELIZABETH GILLELAND, Ph.D.(1990)
Psychology
A.B., Furman University; M.S., Ph.D., North Carolina State University.

JIMMY GILMORE, Mus.M. (1994)
Music
Mus.B., Mus.M., Eastman School of Music of the University of Rochester.

JOHN W. GIVVINES, B.S. (1975)
Art
B.S., Western Carolina University.

DEBORAH HAEFFELE (1994)
Art

JEFFREY HALLETT (1994)
Business

PAMELA HALVERSON, Mus.B. (1992)
Music
Mus.B., University of Michigan; graduate study, University of North Carolina at Chapel Hill.

CAROLYN HAPPER, Ph.D. (1986)
History
A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill.

LAUREE P. HOLLIDAY, M.S. (1989)
Human Environmental Sciences
A.B., Meredith College; M.S., Virginia Polytechnic Institute and State University.

WILLIAM HOUGHTALING, A.B. (1992)
Computer Science
A.B., Wittenburg University.

VIRGINIA HUDSON, Mus.B. (1981)
Music
Mus.B., University of Texas; graduate study, Meredith College, North Carolina School of the Arts.

JENNIFER JANKE-ROBINSON, Mus.M. (1988)
Music
B.M.E., Western Michigan University; Mus.M., Florida State University.

BRENDA O. JOHNSTON, Ed.D. (1986)
Business
A.B., M.S., Ed.D., North Carolina State University.

DONNA G. JOLLY, M.M. (1989)
Music
Mus.B., East Carolina University; M.M., Meredith College.

ALICE JONES, M.S. (1994)
Computer Science
B.S., University of Pittsburgh; M.S., Syracuse University.

JEANE JOYNER, A.M. (1990)
Education
A.B., Mary Baldwin College; A.M., North Carolina Central University.

TANYA KALICH, M.S. (1994)
Mathematics
A.B., Rice University; M.S., Stanford University.

TERRY KAUFFMAN, A.M. (1995)
Speech
A.B., University of California at Berkeley; A.M., University of Texas at Austin.

DONNA KIRCHNER, M.S. (1995)
Human Environmental Sciences

M.S. Bank Street College of Education.

DONNA KOCUR, M.Ed. (1994)
Education
B.S., Pennsylvania State University; M.Ed., Meredith College.

ALMA LEE, M.Ed. (1994)
Education
B.S., University of North Carolina at Greensboro; M.Ed., Meredith College.

GAIL LIGHTFOOT, M.S. (1993)
Human Environmental Sciences
B.F.A., Syracuse University; M.S., Bowling State Green University

TOM LOHR, Mus.M. (1979)
Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

KATE K. LUK, Ph.D. (1994)
Chemistry
B.S., Meredith College; M.S., Ph.D., North Carolina State University.

MAUREEN McGREGOR, A.M. (1986)
English
A.B., University of Leeds; A.M., North Carolina State University.

RICHARD McKEE, Ph.D. (1988)
Music
Mus.B., Birmingham-Southern College; Mus.B., Mus.M., Manhattan School of Music; A.M., Ph.D., University of North Carolina at Chapel Hill.

GLENDA MACKIE (1995)
Dance

MANLEY MIDGETT, M.S. (1987)
Education
B.S., M.S., University of North Carolina at Chapel Hill.

JAN D. MORGAN, M.F.A. (1995)
Speech Communication
A.B., Wake Forest University; M.F.A., Brown University.

PAMELA W. NELSON, Mus.B. (1977)
Music
Mus.B., Southern Illinois University.

SUZANNE NEWTON, A.B. (1982)
Writer-in-Residence
A.B., Duke University.

HARRIETT NITTOLI, A.M. (1994)
Foreign Languages
A.B., East Carolina University; A.M., University of North Carolina at Chapel Hill.

PHYLLIS O'HARA (1993)
Mathematics
B.S., A.B., Meredith; Postgraduate Diploma-University of Warwick.

ANN ORTIZ, A.M. (1991)
Foreign Languages
A.B., East Carolina University; A.M., University of Arizona.

KATHY OSBORNE, M.S.S.A. (1995)
Social Work
A.B., Huam College; M.S.S.A., Case Western Reserve University.

MARTA PARTRIDGE, Mus.B. (1981)
Music
Mus.B., New England Conservatory.

MICHELLE E. PIETTE, M.S. (1989)
Physical Education
B.S., M.S., University of Wisconsin at LaCross.

KATHY POMER, M.A. (1993)
Human Environmental Sciences
B.A., M.A., Tufts University

PAUL F. POTORTI, M.A. (1994)
Speech Communication
A.B., M.A., West Virginia University.

MALISSA RALEY, B.M. (1992)
Physical Education
B.M., Meredith College.

LISA RANDOLPH, Mus.M. (1992)
Music
Mus.B., University of North Carolina at Chapel Hill.

MARY RAWLINGS (1994)
Sociology

MIRIAM REED, Ph.D. (1994)
Foreign Languages
A.B., University of Puerto Rico; A.M., Auborn University; Ph.D., University of North Carolina at Chapel Hill.

CAROL RICHARD, A.M. (1989)
Dance
A.B., A.M., University of Michigan at Ann Arbor.

NANCY RIVA-PALACIO, A.M. (1979)
Music
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris; additional study, University of North Carolina at Chapel Hill, Meredith College.

LOU ROSSER, A.M. (1991)
English
A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

MARK ROSSO, M.B.A. (1994)
Computer Science
A.B., Northwestern University; A.M., Duke University; M.B.A., University of North Carolina at Chapel Hill.

ALICIA SCHLINTZ, M.Ed. (1994)
Mathematics
B.S., M.ED., North Carolina State University.

ELISABETH SHAFER, M.Ed. (1994)
Education
B.S., State University of New York at Oreonta; M.Ed., Meredith College.

VIRGINIA SICKBERT, Ph.D. (1990)
English
A.B., Colorado College; A.M., Boston College, Ph.D., SUNY at Stonybrook.

PAULA SLOAN, M.A.T. (1994)
Mathematics
A.B., City University of New York at Queens; A.M., University of Los Angeles; M.A.T., Harvard University.

NANCY SMITH, M.A. (1995)
History
B.A., Meredith College; M.A. North Carolina State University.

RACHEL SMITH, Th.M. (1987)
Religion
A.B., Meredith College; M.Div., Th.M., Southeastern Baptist Theological Seminary.

TIM SPARKS, Mus.M. (1993)
Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., Eastman School of Music of the University of Rochester.

GEORGIA SPRINGER (Spring 1992)
Art

EDYTHE STANISLAW, M.S. (1985)
Mathematics
A.B., Geneva College; M.S., Oklahoma State University.

HENRY M. STEELE, Ph.D. (1991)
Business
B.S., A.M., University of Missouri; Ph.D., Indiana University.

ANGELA STEPHENSON, Mus.M. (1992)
Music
Mus.B., Mus.M., Meredith College.

EDWARD STEPHENSON, Mus.B. (1987)
Music
Mus.B., North Carolina School of the Arts.

CHARLES STIRES, M.S.EE. (1995)
Computer Science
B.E.E, M.S.E.E., Georgia Institute of Technology.

CORNELIUS SWART (1993)
Education

JANE TERRY, M.F.A. (1993)
Art
B.F.A., University of North Carolina at Chapel Hill; M.F.A., Tyler School of Art.

SALLY ZEIGLER THOMAS, Mus.M. (1983)
Music
Mus.B., Meredith College; Mus.M., Ohio State University.

BONNIE TORGERSON, M.Ed. (1993)
Education
A.B., Webster College; M.Ed. Duke University.

MARY UMSTEAD (1994)
Art

ANDREA M. WEAVER, B.S. (1994)
Chemistry and Physical Science
B.S., Rutgers University.

RACHEL WEINER, Ph.D. (1994)
English
A.B., College Misericordia; M.A., West Virginia University; Ph.D., University of North Carolina at Chapel Hill.

BRUCE WIEAND, Ph.D. (1994)
Computer Science
B.S., University of California at San Diego; M.S., California State at Fullerton; Ph.D., University of California at San Diego.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)
Education
A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

ANNE WITKEGE, M.P.H. (1994)
Human Environmental Sciences
B.S., North Carolina State University; M.P.H., University of North Carolina at Chapel Hill.

FACULTY EMERITI

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

HELENA W. ALLEN, M.Ed. (1952)
Assistant Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)
Associate Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)
Vice President for Administrative Affairs
A.B., Mississippi College.

CLARA R. BUNN, Ph.D. (1969)
Professor of Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)
Professor of Religion
A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

ANNE DAHLE, M.Ed. (1972)
Director of Re-Entry Program
A.B., Meredith College; M.Ed., North Carolina State University.

JANE G. DEESE, A.M. (1945)
Librarian
A.B., Meredith College; A.B. in L.S., Emory University; A.M., Columbia University.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

ROBERT FRACKER, A.M. (1962)
Assistant Professor of Education
B.S., East Tennesse State College; A.M., Appalachian State University.

LOIS FRAZIER, Ed.D. (1954)
Professor of Business
B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

KAY ANN FRIEDRICH, M.P.H. (1967)
Instructor of Home Economics
B.S., Michigan State University; M.P.H., University of North Carolina at Chapel Hill.

PHYLLIS W. GARRISS, Mus.M. (1951)
Associate Professor of Music
A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

ALICE GOODE, Mus.B. (1974)
Instructor of Voice
Mus.B., Texas Tech University.

BLUMA GREENBERG, A.M. (1976)
Assistant Professor of Art
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study,Colorado Seminary, University of North Carolina at Chapel Hill.

JOHN HIOTT, M.Div (1968)
Director of Scholarships and Financial Assistance
A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

ELLEN M. IRONSIDE, Ph.D. (1983)
Dean of Continuing Education
A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)
Instructor of English
A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)
Director of Career Services
A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)
Mary Lynch Johnson Professor of English
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)
Professor of Foreign Languages

A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)
Professor of Foreign Languges
A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
Professor of History
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)
Professor of Psychology
A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)
Professor of Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)
Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)
Director of Alumnae Affairs
A.B., Meredith College.

DOROTHY QUICK, B.S. (1970)
Circulation Librarian
B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)
College Editor and Director of Publications
A.B., Meredith College.

NORMA ROSE, Ph.D. (1937)
Professor of English
A.B., Meredith College; A.M., University of North Carolina at Chapel Hill; Ph.D., Yale University.

EVELYN SIMMONS, M.S. (1962)
Associate Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee.

DOROTHY J. SIZEMORE, A.M. (1980)
Dean of Students
A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)
Irving H. Wainwright Professor of Business
B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

MARILYN M. STUBER, Ed.D. (1965)
Professor of Human Environmental Sciences
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)
Assistant Professor of Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)
Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)
Adjunct Instructor of Music
A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)
Faculty Secretary
A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

— *Office of the President*

JOHN EDGAR WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, Ed.D. (1967)
Vice President for Administrative Affairs

JOE R. BAKER, A.B. (1966)
Assistant to the President

CAROLYN C. ROBINSON, A.B. (1958)
College Historian

SHARON H. WOODLIEF, A.B. (1972)
Administrative Assistant

MARTHA C. HARRELL (1979)
Administrative Assistant

— *Administrative Affairs*

Office of the Vice President for Administrative Affairs
LaROSE F. SPOONER, Ed.D. (1967)
Vice President

Admissions
SUE E. KEARNEY, A.M. (1966)
Director

CAROL R. KERCHEVAL, M.Ed. (1994)
Associate Director

VANESSA GOODMAN, A.B. (1989)
Assistant Director

GRETCHEN M. SOLOMON, A.B. (1991)
Assistant Director

RAE-ANNE CARON, A.B. (1993)
Admissions Counselor

MARY B. GARCIA, A.B. (1993)
Admissions Counselor

MARIBETH C. CULLOM, A.B. (1989)
Records Manager

DIANE SHAPIRO, A.A.S. (1993)
Administrative Secretary

GLENDA J. HOFFMAN (1986)
Recruitment Programs Assistant

PHYLLIS R. MINCEY, M.R.E. (1988)
Recruitment Programs Assistant

RHEA PRICE (1994)
Processing Assistant

College Communications
JEANNIE S. MORELOCK, M.B.A. (1988)
Director

STEPHEN L. MOSLEY, B.A. (1992)
Publications Manager

GENA M. SALMON, B.A. (1993)
Publications Specialist

BRANDI J. BETTIS, B.A. (1994)
Communications Assistant

JOANNE COTA (1987)
Office Manager

Financial Assistance
ELIZABETH V. McDUFFIE, B.S. (1993)
Director

CAROL J. SANDERSON (1990)
Assistant Director

JAXIE S. MORTON, A.A.S. (1993)
Secretary

BETTY G. HARPER, B.S. (1994)
Student Employment Coordinator

— *Academics*

Office of the Vice President and Dean of the College
CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

ANNE E. PICKARD, A.A. (1974)
Administrative Assistant

MARGARET BALLARD (1988)
Departmental Assistant

LINDA BATDORFF (1990)
Departmental Assistant

PAMELA BENCKE (1994)
Departmental Assistant

DOTTY LOU GANDY (1979)
Departmental Assistant

KATHERINE GOOLSBY (1992)
Departmental Assistant

CLETA JOHNSON (1988)
Departmental Assistant

HEIDI LIVELY (1992)
Departmental Assistant
NELL MegLAUGHLIN (1985)
Departmental Assistant
ALYCE PARKER-TOWNSEND (1986)
Departmental Assistant
SUSAN REINERT (1994)
Departmental Assistant

Departmental Assistant
DEBORAH SLOAN (1993)
Departmental Assistant

Office of the Registrar

ALLEN F. PAGE, Ph.D. (1973)
Dean of Undergraduate Instruction and Registrar
SUE TODD, A.B. (1968)
Associate Registrar
MARJORIE NEWLIN (1989)
Assistant Registrar
SALLY CAMPBELL (1989)
Records Secretary
REBECCA COBLE (1989)
Records Secretary
LAURA JONES (1992)
Records Secretary
ALYCE TURNER (1993)
Records Secretary

Library

JANET L. FREEMAN, M.L.S. (1984)
College Librarian
EDWARD M. WALLER, M.S.L.S. (1986)
Technical Services Librarian
SUSAN SQUIRES, M.L.S. (1988)
Reference Librarian
JOHN W. KINCHELOE III, M.A. (1985)
Media Specialist
JEAN RICK, M.S. (1994)
Reference Librarian
CARRIE ALLEN NICHOLS, M.L.S. (1993)
Catalog Librarian
DIANA McCLUNG (1987)
Circulation Supervisor
CYNTHIA L. BOWLING, B.F.A. (1990)
Cable Administrator
ALICE McNEIL (1976)
Library Assistant, Technical Services
GERALDINE SARGENT (1978)
Secretary
MARGARET SEXTON (1975)
Library Assistant, Technical Services
FRANCES HANNAH LEE (1977)
Library Assistant, Technical Services
CAROL SMITH, M.M. (1981)
Library Assistant, Music Library
C. RICHARD McBANE, JR. (1986)
Library Assistant, Media Services
CHRISTIE LEE (1990)
Library Assistant, Circulation
DONNA GARNER (1990)
Library Assistant, Technical Services

Continuing Education

MARY S. JOHNSON, Ed.D. (1980)
Dean of Continuing Education
SANDRA C. CLOSE, A.B. (1986)
Director, Re-Entry Program
E. PAGE POTTER, J.D. (1987)
Director, Legal Assistants Program
MADRA BRITT, M.Ed. (1988)
Director, Enrichment Program
MARGARET CLARY, M.Ed. (1989)
Assistant Director, Re-Entry Program
BARBARA COUCHON (1994)
Assistant, Legal Assistants Program
BETH FLYE (1994)
Assistant Director, Teaching Fellows Program
SHARON L. GALECKI, A.A.S. (1990)
Administrative Assistant, Re-Entry Program
PEGGY ABERNATHY (1993)
Administrative Assistant, Enrichment Program
SUSAN ILLINGWORTH (1995)
Receptionist/Office Assistant

Graduate Studies

MARY S. JOHNSON, Ed.D. (1980)
Dean of the John E. Weems Graduate School
CARROL B. SNODGRASS (1987)
Administrative Assistant

Teaching Fellows Program

MARY S. JOHNSON, Ed.D. (1980)
Director

Honors Program
W. GARRETT WALTON Ph.D. (1983)
Director

International Studies
BETTY WEBB, Ph.D. (1974)
Director

Academic Computing
RUTH ANN BALLA, M.S. (1987)
Director

LORI McDADE (1990)
Secretary

Capstone
ROSEMARY HORNAK, Ph.D. (1977)
Director

Academic Assessment
ELIZABETH A. WEIR, Ed.D. (1988)
Coordinator

Faculty Development
MARY THOMAS, Ph.D.
Director

— *Student Development*

Office of the Vice President for Student Development
JEAN JACKSON, Ph.D. (1983)
Vice President

MARY ANN BEAM, A.A. (1988)
Assistant to the Division

Office of the Dean of Students
SHARON M. CANNON, M.Ed. (1995)
Dean

DOROTHY J. SIZEMORE, A.M. (1980)
Director for Commuter Life

KIMBERLY L. DOWD (1994)
Assistant Director for First Year Experience

ANNIE RUTH TEW, A.A. (1988)
Assistant

Office of Residence Life and Housing
PAULA O'BRIANT (1994)
Director

KRISTA S. GRIFFIN, B.S. (1995)
Housing Assistant

MICHELLE AHERON, B.S. (1994)
Residence Director

PAULA DANIELS, A.B. (1990)
Residence Director

ROBIN FLYNT, A.B. (1994)
Residence Director

KATHLEEN GEIBERT, B.S. (1994)
Residence Director

LIBBY MULLINNIX, M.Div. (1987)
Residence Director

MARGE STEVENS (1986)
Residence Director

Office of the Campus Minister
SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister

PENNY ULMER (1993)
Secretary

Career Center
GORDON W. FOLGER, M.A. Ed. (1987)
Director

VALERIE B. GOGAL, M.A. (1990)
Assistant Director

REBECCA HIGHSMITH, M.A. (1994)
Assistant Director

MARY ELLEN PHILEN, B.A. (1985)
Office Manager

ANN B. PHILLIPS (1989)
Office Assistant

Student Activities and Leadership Development
CHERYL S. SMITH, M.Ed. (1991)
Director

CHRISTINA NUTTLE BUMGARDNER, M.Ed. (1994)
Assistant

MARGE KEYES (1991)
Office Manager

Counseling Center

BETH MEIER, M.A. (1993)
Director

SANNE MARTIN, M.S.W. (1994)
Assistant Director

KELLY CASH (1995)
Office Manager

— *Business and Finance*

Office of the Vice President for Business and Finance
CHARLES E. TAYLOR, JR., M.B.A. (1983)
Vice President

ANNE C. PUGH, A.B. (1977)
Administrative Assistant

Financial and Benefits Services
WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)
Controller

KAY MILLER (1992)
Accounts Payable

HEATHER D. POLLARD, A.B. (1983)
Payroll Coordinator

BONNIE J. FURMAN, B.A. (1986)
Personnel Coordinator

PRISCILLA WOOD (1987)
Accounts Receivable

Campus Activities
MARIE MASON, Ph.D. (1969)
Coordinator

College Store
DRU M. HINSLEY, A.B. (1953)
Manager

MARY ANN REESE, B.S. (1984)
Textbook Manager

FRANCES GILLIS (1973)
Store Clerk

Central Services and Printing
GAIL EKWEM-WHITE (1991)
Supervisor of Central Printing

Facilities Services

A. CLARKE SUTTLE, B.S. (1988)
Facilities Manager

JESSICA OWENS (1984)
Housekeeping Supervisor

LON AVENT (1972)
Maintenance Supervisor

LEE ADAMS (1978)
Grounds Supervisor

DEE WOOD (1995)
Customer Service Representative

KATHY TURNER (1993)
Office Coordinator

General Services Staff
CASEY BAILEY
FRANK BERRY
SYLVESTER CORNEY
JAMES JONES
WILLIE KING
DAVID A. McLEOD
RICHARD SEALEY

Maintenance Staff
GEORGE ASHOO
JOE B. BROWN
RICKY A. DUNNING
THOMAS EDMONDSON
ALEX ROCHA
J. PATRICK WOOD

Grounds Staff
GALDINO AVILA
ROBERTO AVILA
ANTHONY HAYES
DAGO HUERTADO
JEFFREY HUNTER
DAVID JOHNSON
ELBERT KING
BENITO ROCHA
DARNELL SMITH

Housekeeping Staff
IDA BRANTLEY
CRAIG BRIDGES
DIANA BURRUS
WILLIAM COOPER
GLORIA FREEMAN
DOUGLAS FULTON
EDNA GREGORY

LULA HARRELSON
WILLIE HOWARD
REATHA JEFFERIES
LUCRETIA PETERSON
EMMA PITTMAN
BARBARA ROBINSON
LOIS ROWLAND
ANNIE RUTH SMITH
WILLIAM SPEARMAN
DUC VAN NGUYEN
STEPHEN WOODS

Food Services (ARA)
THAD O'BRIANT
Manager

Post Office
ALYSIA BRASWELL (1990)
Postal Supervisor
CECELIA MILLER (1988)
Information Services Assistant

Security
DANIEL G. SHATTUCK (1972)
Chief
JANICE SHATTUCK (1974)
Secretary

Security Staff
W.W. ADAMS
DONALD APPLEFORD
WORTH BAILEY
WILLIAM GRINER
SHERWOOD JONES
JEANETTE McLEOD
V.C. MEDLIN, JR.
THURMAN METHENY
TIMOTHY MORRIS
JAMES SUMRELL
JEAN TREVATHAN
JAMES WILLIAMS

Health Services
RUTH PEARCE, R.N. (1980)
Director
SIDNEY MARTIN, M.D. (1972)
Physician
MELINDA McLAIN, R.N. (1991)
Nurse
LORETTA PEARSON, R.N. (1992)
Nurse

Technology Services
Technology Resources
GLENWOOD SANDERSON (1981)
Manager
ANGELA GOUGE (1988)
System Operations
VIRGINIA KEMP, A.S. (1982)
Communications

ELIZABETH TRUELOVE (1995)
HELP Desk

User Support
RUTH ANN BALLA, M.S. (1987)
Manager
KATHY KESTERSON, M.S. (1988)
Application Development
RAYMOND E. LOVE, B.S.E.T. (1993)
PC Support
LORI McDADE (1990)
Application Support

Information
PHYLLIS FISH (1995)
Switchboard Operator

CamTel/CamCard
KAREN MOONEY, B.S. (1994)
Customer Service Representative

— *Institutional Advancement*

Office of the Vice President for Institutional Advancement
MURPHY M. OSBORNE, JR., Ed.D. (1988)
Vice President
JOYCE HINSON (1992)
Administrative Assistant
GERALDINE W. MYERS (1978)
Secretary/Receptionist
GRACE E. BROCK (1986)
Financial Records Secretary

Alumnae Relations
MARY KATE KEITH, B.A. (1995)
Director
CELESTE TATUM DEREY, A.B. (1995)
Assistant Director
LINDA BOONE (1991)
Secretary
EILEEN MIGDAL (1994)
Secretary

Corporate Relations
SIDNEY L CRUZE, B.A. (1995)
Director
RACHEL HOLT, B.A. (1994)
Secretary

Planned Giving
HAROLD L. WEST, JR., B.A. (1991)
Director
RACHEL HOLT, B.A. (1994)
Secretary

Cooperating Raleigh Colleges
ROSALIE P. GATES, Ph.D. (1981)
Director

CAMPUS DIRECTORY

Johnson Hall, named in memory of Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and **Barefoot Residence Halls** house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; Wiliam T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; and Culbreth C. Barefoot, Kilty Barefoot, and their family.

Belk Dining Hall is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall**, named in honor of Mrs. Guy T. Carswell.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater, a studio theater, offices for continuing education, and a writing lab. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor**, a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat **Kresge Auditorium**, student-related administrative offices, the college store, Le Greenhouse Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

Shearon Harris Building, constructed in 1982, houses the Departments of Business and Economics, and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading room. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery**, an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamrick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the departments of education, psychology, and sociology and social work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 153,000 volumes and 775-plus periodicals subscription. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software. ALIS (Automated Library Information System) provides computerized access to the library's collections.

Mary E. Yarbrough Building for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Carroll Health Center and Residence Hall was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The second floor of Carroll houses the Counseling Center and 22 students, five rooms for two and four rooms for three, two of which have a private bath and two which are joined by a bath. The eight-bed health center occupies the first floor. A nurse is in residence and a doctor on 24-hour emergency call.

Ellen Brewer House, a residence of the Department of Human Environmental Sciences, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green,a playing field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

The **Faw Garden**, as well as the **Margaret Craig Martin, Cleo G. Perry, and Frankie G. Weems Gardens**; the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located in front of Johnson Hall and along the front drive.

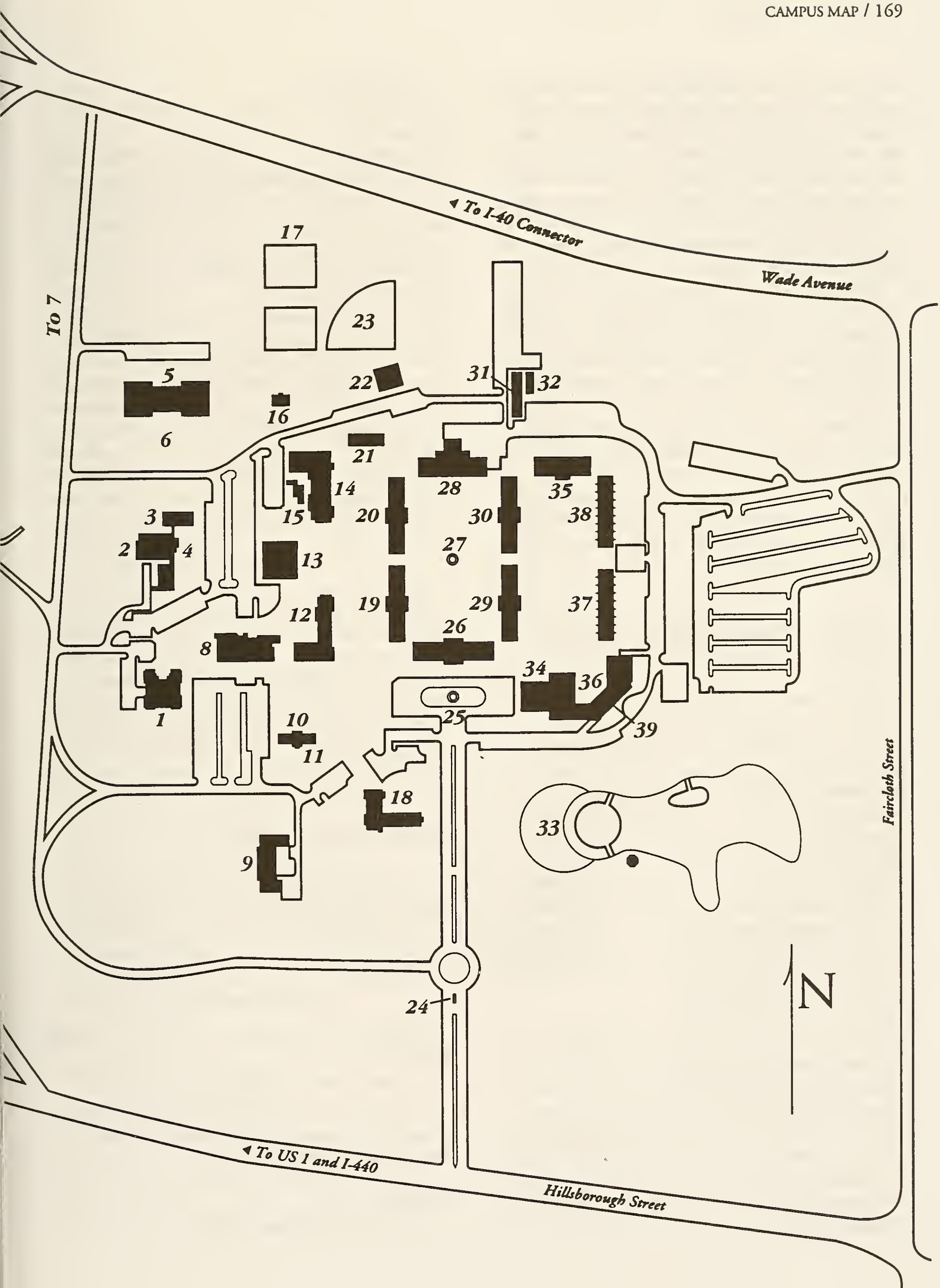
LOCATION

Located in central North Carolina, Raleigh, the home of Meredith College, is a growing capital city of approximately 223,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or resi-

CAMPUS MAP

1. Cate Student Center (and Kresge Auditorium)
2. Gaddy-Hamrick Art Center (and Frankie G. Weems Art Gallery)
3. Frankie G. Weems Memorial Garden
4. Cleo Glover Perry Garden
5. Weatherspoon Physical Education-Dance Building
6. Golf Putting Green
7. Massey House (President's Residence)
8. Shearon Harris Business Building (Business and Economics, Mathematics and Computer Science)
9. Hubert Ledford Building (Education, Psychology and Sociology)
10. Mae Grimmer Alumnae House (and Mabel Claire Hoggard Maddrey Parlor)
11. Margaret Craig Martin Garden
12. Joyner Hall (Liberal Arts)
13. Carlyle Campbell Library
15. Mary Yarbrough Research Center
14. Hunter Hall (Science, Home Economics)
16. Ellen Brewer House (Infant Care Laboratory)
17. Tennis Courts
18. Christina and Seby Jones Chapel
19. Vann Residence Hall
20. Stringfield Residence Hall
21. Carroll Health Center and Residence Hall
22. International House
23. Softball Field
24. Gate House (Information)
25. Shaw Fountain
26. Johnson Hall (Administration)
27. Heck Memorial Fountain
28. Belk Dining Hall
29. Brewer Residence Hall
30. Faircloth Residence Hall
31. Maintenance Shop
32. Campus Security
33. Elva Bryan McIver Amphitheater at the Meredith Lake
34. Jones Hall (Auditorium, Studio Theater, Drama, Writing Center, Continuing Education)
35. Poteat Residence Hall
36. Faw Garden
37. Heilman Residence Hall
38. Barefoot Residence Hall
39. Harriet Mardre Wainwright Music Building (and Carswell Concert Hall)


◂ To I-40 Connector
Wade Avenue
To 7
Faircloth Street
◂ To US 1 and I-440
Hillsborough Street
N
1
2
3
4
5
6
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39

dential development. Easy access is provided by Wade Avenue–an I-40 connector–and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

UNDERGRADUATE ACADEMIC CALENDAR, 1995-96

— *Fall Semester*

Arrival of new students	Thu., Aug. 17
Registration	Mon., Aug. 21
Registration of freshmen	Tue., Aug. 22
Classes begin	Wed., Aug. 23
Opening Convocation	Mon., Aug. 28
Last day to drop a course without paying	Tue., Aug. 29
Last day to add a course	Tue., Aug. 29
Labor Day holiday–no classes	Mon., Sept. 4
Last day to make grading changes	Wed., Sept. 20
Last day to drop with a W grade	Wed., Sept. 20
Midterm: Autumn recess begins at 5 p.m.	Fri., Oct. 13
Classes resume at 8 a.m.	Wed., Oct. 18
Mid term reports due at NOON	Wed., Oct. 18
Thanksgiving recess begins at 1 p.m.	Wed., Nov. 22
Classes resume at 8 a.m.	Mon., Nov. 27
Last day to withdraw from a course	Wed., Nov. 29
Last day of classes	Wed., Dec. 6
Reading day; music juries	Thu., Dec. 7
Final examinations	Fri., Dec. 8 - Sat., Dec. 16
Commencement	Sat., Dec. 16

— *Spring Semester*

Registration	Tue., Jan. 09
Classes begin	Wed., Jan. 10
Martin Luther King Day–no classes	Mon., Jan. 15
Last day to drop a course without paying	Wed., Jan. 17
Last day to add a course	Wed., Jan. 17
Last day to make grading changes	Wed., Feb. 7
Last day to drop with a W grade	Wed., Feb. 7
Founders' Day	Mon., Feb 26
Midterm: Spring recess begins at 5 p.m.	Fri., Mar. 8
Midterm reports due at noon	Wed., Mar. 13
Classes resume at 8 a.m.	Mon., Mar. 18
Easter Recess begins at 5:30 p.m.	Thu., Apr. 4
Classes resume at 8 a.m.	Tue., Apr. 9
Last day to withdraw from a course	Thu., Apr. 22
Last day of classes	Mon., Apr. 29
Reading day; music juries	Tue., Apr. 30
Final examinations	Wed., May 1 - Thu., May 09
Commencement	Sun., May 12

— *Summer School*

First session begins	Mon., May 27
First session ends	Fri., June 14
Second session begins	Mon., June 17
Independence Day–no classes	Thu., July 4
Second session ends	Sat., July 6
Third session begins	Mon., July 8
Third session ends	Fri., July 26

CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 829-8600.

The Meredith fax number is (919) 829-2828.

The Meredith Gopher on the Internet is

gopher.meredith.edu

Information on Meredith is now available through the World-Wide Web at

http://www.meredith.edu/meredith/

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Academic records
Office of the Registrar, 829-8593

- Admissions
  - Office of Admissions, 829-8581 or 1-800-MEREDITH
- Adult student information
  - Office of Continuing Education, 829-8353
- Alumnae matters
  - Director of Alumnae Affairs, 829-8391
- Athletics
  - Department of Health, Physical Education, and Dance, 829-8546
- Catalogue requests
  - Office of Admissions, 829-8581
- Community educational services
  - Office of Continuing Education, 829-8353
- Educational programs
  - Dean of the College, 829-8514
- Expenses
  - Vice President for Business and Finance, 829-8516
- Financial assistance
  - Office of Financial Assistance, 829-8565
- Graduate employment
  - Meredith Career Center, 829-8341
- Housing matters
  - Associate Director of Residence Life and Housing, 829-8633
- News items/publications
  - Office of College Communications, 829-8455
- Parents Association
  - Office of Alumnae Affairs, 829-8391
- Student Employment
  - Office of Financial Assistance, 829-8565
- Student interests
  - Dean of Students, 829-8521
- Student reports
  - Registrar, 829-8593
- Summer school
  - Registrar, 829-8593
- Transcripts
  - Registrar, 829-8593
- Vocational testing
  - Meredith Career Center, 829-8341

ENROLLMENT FOR 1994-95

— Fall 1994 Degree Candidates

Undergraduate Degree Candidates (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	1,909
Graduate students (Master of Business Administration, Master of Education, and Master of Music)	164
Total Degree Candidates	**2,073**
Special undergraduate students	134
Other students in credit courses	142
Students in non-credit courses	1,148
Total Enrollment, Fall 1994	**3,497**
Total Summer Enrollment, 1994	**1,255**
Unduplicated Summer Enrollment, 1994	**866**

Students in credit courses by state:

Arizona	1
Arkansas	1
California	1
Colorado	1
Connecticutt	3
Delaware	1
Florida	6
Georgia	5
Illinois	1
Indiana	1
Kansas	1
Kentucky	3
Louisiana	1
Maryland	8
New Jersey	2
New York	6
North Carolina	2,035
Pennsylvania	2
South Carolina	19
Tennessee	5
Texas	8
Virginia	209
West Virginia	2
Territories	1
International students	32
TOTAL	2,355

INDEX

A

Academics, 43-57
Academic Calendar, 170
Academic Planning and Advising, 52
Academic Recognition, 56
Academic Scholarships, 29
Accounting, Major in, 71
Accreditation, 9
Achievement in Mathematics Scholarship, 31
Achievement in Writing Scholarship, 31
Acteen Studiact Scholarships, 32
Adjunct Faculty, 1994-95, 154-159
Administration, Directory of, 160-166
Admission, 15-23
    Administration, 22
    Condition of, 23
    Early, 17
    Early Decision Plan of, 17
    Faculty, 22
    Freshman, 15-18
    Non-Degree, 22
    Post-Baccalaureate, 22
    Re-Entry (Adult), 20
    Special Programs, 22
    Staff, 22
    Transfer, 18-20
Adult Students, 17, 19
Advanced Placement Credit, 18, 53
Advisers, Academic, 37, 52
Alumnae Association Officers, 148
American Association of Colleges, 9
American Association of Colleges for Teacher Education, 9
American Association of University Women, 9
American Civilization, Major in, 107
American Dietetic Association, 9
American University, 11, 51
Angers, France, Semester in, 50
Art, Department of, 62-66
    Curriculum, 63-66
    Fees, 25
Art Education, 63
Art History, 63
Art Scholarships, 30
Art Program in Italy, 50
Assistance, Financial, 27-35
Astrotekton Society, 39
Athletics, Intercollegiate, 101
Attendance, Class, 53
Auditing Courses, 26, 53
    Fees, 23

B

Bachelor of Arts Degree, 43
Bachelor of Music Degree, 45, 124-125
Bachelor of Science Degree, 43
Baptist Female University, 9
Bible School Transfers, 19, 54
Biology and Health Sciences, Department of, 67-71
    Curriculum, 68-71
Board of Associates, 146-148
Board of Trustees, 145
Bowman-Gray School of Medicine, 68
Business Administration, Major in, 71
Business and Economics, Department of, 71-77
    Curriculum, 73-77
Business School Transfers, 19, 54

C

Calendar, Academic, 170
Campus Directory, 166-168
Campus Employment, 34
Campus, Location of, 168-170
Campus Map, 168-169
Capstone Studies, 44, 60
Career Direction, 12, 46-48
Career Studies, 61
Catalogue, Choice of, 43
Certificate Programs
    Continuing Education, 49
    Legal Assistants, 49
Chemistry and Physical Science, Department of, 77-80
    Curriculum, 77-80
Child Development, 111
China, Study in, 50
Christian College, 10
Classification, Student, 56
Class Schedule, Changes in, 53
Clothing and Fashion Merchandising, 111
College Directory, 145-171
Communications, Professional, 47, 94
Commuter Students, 25, 40
    Fees, 25
Competitive Scholarships, 29-32
Computer Services, 40
Condition of Admission, 23
Continuing Education, 12, 48-49
Continuing Education Units (CEUs), 49
Contract Majors, 45
Contractual Agreement, 27
Contractual Scholarships, NC, 32
Convocation, 48
Cooperative Education, 49
Cooperating Raleigh Colleges, 49
Corporation Officers, 145
Correspondence Credit, 51
Correspondence Directory, 170-171
Costs
    Commuter Students, 25
    Resident Students, 25
Council on Social Work Education, 9
Counseling, 41
    Academic Advising, 41
    Career Planning, 41
    Freshman Seminar, 41
    Personal, 41

Counseling Center, 41
Course Load, 52
Courses of Study, 59-144
Credit
    Advanced Placement, 18, 53
    Correspondence, 51
    Evaluation of, 20
    Extra-Institutional, 18, 54
    Music, 54
    Old, 54
    Physical Education and Dance, 54
    Residence, 53
    Technical, Business, Bible and Nursing Schools, 54
    Transfer, 54
    Visitation, 51
Credit Regulations, 53-54
Criminal Justice, 13, 48, 107
Cultural Activities, 37-38

D

Damage Deposit, 26
Dance, Health, and Physical Education Curriculum, 101-107
Dance, Major in, 101
    Licensure, 102
Dean's List, 57
Degree Programs, 43-45
    Requirements, 43-45
Degrees, List of, 58
Deferred Payment Plan, 26
Drew University, 11, 51
Duke University Medical Center, 13, 47, 54, 67, 69

E

Early Admission, 17
Early Decision Plan, 17
Economics, Major in, 72
    Curriculum, 73-77
Education, Department of, 80-92
    Programs, 80-91
    Curriculum, 91-92
    Fees, 25
    Licensure and Endorsement, 77
Elementary Teacher Education Program, 82-83
Employment, Campus, 34
Endowed Scholarships and Loans, 32-34
England, Abroad in, 50
    Junior Year in, 50
English, Department of, 93-96
    Curriculum, 94-96
Enrichment Programs, 49
Enrollment, 1994-95, 171
Environmental Science, 67
Expenses, 25-26
Extra-Institutional Instructional Credit, 18, 54

F

Faculty
    Degrees of, 11
    Directory of, 149-159
        Adjunct, 154-159
        Emeriti, 159-160
        Full-time, 149-154
Fashion Merchandising, Clothing and, 111
Federal Assistance Programs, 34-35
Fees, 25-26
    Payment of, 26-27
    Special, 26
Financial Assistance, 27-35
    Application Procedure, 28
    Finances, 25-35
    Awards, 28-29
    Students' Rights and Responsibilities, 29
Foods and Nutrition, 112
Foreign Languages, Department of, 96-101
    Curriculum, 97-101
Former Students, Re-Admission of, 20-21
French, 96
Freshman Classification, 56
Freshman Seminar, 41
Freshman Year, 52

G

General Education Requirements, 43-44
General Scholarships, 32
Geography, 77
German, 96
Goals, Operational, 10
Government, Student Association, 38
Grading System, 55
Graduate Programs, 12
Graduate Examinations, 53
Graduate School, The John E. Weems, 12
Graduation, 52
    With Distinction, 56
Graphic Design, 62-63
Group Study, 59
Guaranteed Student Loan, *See Stafford Loan Program*

H

Handbook, Student, 36
Harris Scholarships, 30
Health Care, 41
Health Center, 41
Health, Physical Education, and Dance, Department of, 101-107
    Curriculum, 102-107
Health Record, 16
Health Sciences, 68
Heritage of Meredith, 9
History and Politics, Department of, 107-110
    Curriculum, 109-110
Home Economics, Department of, 111-116
    Curriculum, 112-116
Honorary Societies, 38
Honors Curriculum, 45-46
Honors Program, 11, 45-46
Honors, Student, 38
Honor System, 38
Housing, 40

I

Incentive Grants, 35
Individualized Study, 11
Individual Participation in Programs of Other Institutions, 51
Individualized Options, 49-51
Intercollegiate Athletics, 40

Interdisciplinary Studies, 59
Interior Design, 112
    Scholarship, 31
International Visitors, 22
International Business, Major in, 72
International Students, 20
International Studies, 50
Interview, 16
Italy, Abroad in, 50
    Art Program in, 50

J

Japan, Language Study in, 51
Junior Classification, 56
Junior Year, 52

K

Kappa Nu Sigma, 34

L

Latin, 96
Legal Assistants Program, 12, 48, 110-111
Leave of Absence, 21, 27
Location, Campus, 168-170
London, Meredith Abroad in, 50

M

Madrid, Spain, Semester in, 51
Majors, 44-45
    Contract, 45
    List of, 58
    Requirements, 44
Map, Campus, 168-169
Marymount Manhattan College, 11, 51
Master of Business Administration Degree, 9, 72
Master of Education Degree, 9, 80
Master of Music Degree, 9, 125
Mathematics Achievement Scholarship, 31
Mathematics and Computer Science, Department of, 116-122
    Curriculum, 118-122
Medical Technology, 13, 47, 67
Meredith Abroad, 12, 50
Middle Grades Teacher Education, 83-94
Minors, 45
Missionary Allowance, 32
Music, Applied, Fees, 25
Music Auditions, 30
Music Credit, 54
Music Scholarships, 30-31
Music, Speech, and Theatre, Department of, 122-136
    Curriculum, 127-136

N

National Association of Schools of Music, 9
National Collegiate Athletic Association, 9, 40
Non-Degree Students, 22
Nondiscriminatory Policy, 9
NC Association of Colleges for Teacher Education, 9
NC Contractual Scholarships, 32
NC Department of Public Instruction, 9
NC Legislative Tuition Grants, 27, 35
NC PLUS Loans, 35
NC Student Incentive Grants, 35
NC Teaching Fellow Awards, 31
Nursing School Transfers, 13, 19, 54
Nursing Transfer Curriculum, 13, 47

O

Occupational Teacher Education, 87-88
Officers, Alumnae Association, 148
Officers, Board of Trustees, 145
Officers, Corporation, 145
Official Withdrawal, 27, 57
Operational Goals, 10
Organizations, Student, 39
Orientation, 23, 37
Other Institutions, Individual Participation in Programs of, 51
Out-of-State Programs, 35

P

Part-time Students, 21
Pass/Fail Policies, 55
Payments
    Contractual Agreement, 27
    Deferred, 26
Payment Schedules, 26-27
Payment Terms, 26-27
PELL Grant, 34
Perkins Loan, 34
Personal Counseling, 41
Philaretian Society, 39
Physical Education and Dance Credit, 54
Physical Education Fees, 25
Physician Assistant, 47
Planning, Academic, 52
Politics and History Curriculum, 110-113
Pre-Professional Preparation, 47
Pre-Professional Studies, 12
Presidents of Meredith, 9
President's Message, 7
Probation, Academic, 57
Professional Communications, 47, 94
Psychology, Department of, 136-138
    Curriculum, 136-138
Publications, Student, 39
Public Instruction, Department of, 9
Purpose and Overview, 9-13

Q

Quality Point Ratio, 55

R

Re-Admission of Former Students, 20-21
Recommendations, 16
Recreation, 39
Records, 56
Re-Entry, 20, 48
Registration, 23, 56
Regulations, Credit, 53-54
Regulations, Student, 18

Religion and Philosophy, Department of, 138-141
  Curriculum, 139-141
Religious Life, 39
Repetition of Courses, 53
Residence Credit Requirements, 53
Resident Damage Deposit, 26
Responsibilities, Student, 38
Retention, 56
ROTC, 50

S

Schedule, Changes in Class, 53
Scholarships
  Competitive, 29-32
  Endowed, 32-34
  General, 32
Scholastic Assessment Test, 16
School Social Work, 88
Second Baccalaureate Degree, 45
Secondary Teacher Education, 84-87
Secondary School Record, 15-16
Senior Classification, 56
Senior Scholars Program, 22
Senior Year, 52
Silver Shield, 38
Social Activities, 37-38
Social Work
  Curriculum, 141-144
  Fees, 25
Societies, 39
Sociology and Social Work, Department of, 141-144
  Curriculum, 141-144
Sophomore Classification, 56
Sophomore Year, 52
Southern Association of Colleges and Schools, 9
Spain, Semester in Madrid, 51
Spanish, 96
Special Admissions Programs, 22
Special Fees, 26
Special Students, 22
Special Studies, 49, 59
Special Subject Areas, Teacher Education, 88-91
Speech, Theatre, and Music Curriculum, 127-136
Sports, Intercollegiate, 106
Stafford Loan Program, 34
  Subsidized, 34
  Unsibsidized, 35
Student Government Association, 38
Student Handbook, 36
Student Life, 10, 37-41
  Commuter, 40
Student Life Committee, 39
Student Organizations, 39
Student Publications, 39
Student Regulations, 38
Student Responsibilities, 29, 38
Student Societies, 39
Studies
  Abroad, 12, 50
  Capstone, 44, 60
  Career, 61
  Individualized, 11, 49-51
  Interdisciplinary, 59
  International, 50
  Pre-Professional, 12
  Summer, 51
  Women's, 60
Studio Art, 62
Summer Session, 23
Summer Study, 51
Supplemental Educational Opportunity Grants, 34
Supplemental Loans, 34
Suspension, 56

T

Teacher Education, 12, 48, 80-92
  Committee, 12
  Elementary, 82-83
  Middle Grades, 83-84
  Occupational, 87-88
  Secondary, 84-87
  School Social Worker, 88
  Special Subject Areas, 88-91
Teacher Licensure Renewal, 22
Teaching Fellows
  NC Awards, 31
  Program, 13, 48
Technical School Transfers, 19, 54
Terms of Payment, 26-27
Theatre, Music, and Speech Curriculum, 127-136
Transfer Admission, 18-20
  Requirements, 18-19
Transfer Credit, 54
Transcripts, 56
Trustees, 145
Tuition, 25

U

Undergraduate Academic Calendar, 170

V

Veterans' Benefits, 35
Visitation Credit, 51
Visiting Students, 22
Visits to the Campus, 170-171
Vocational Rehabilitation, 35

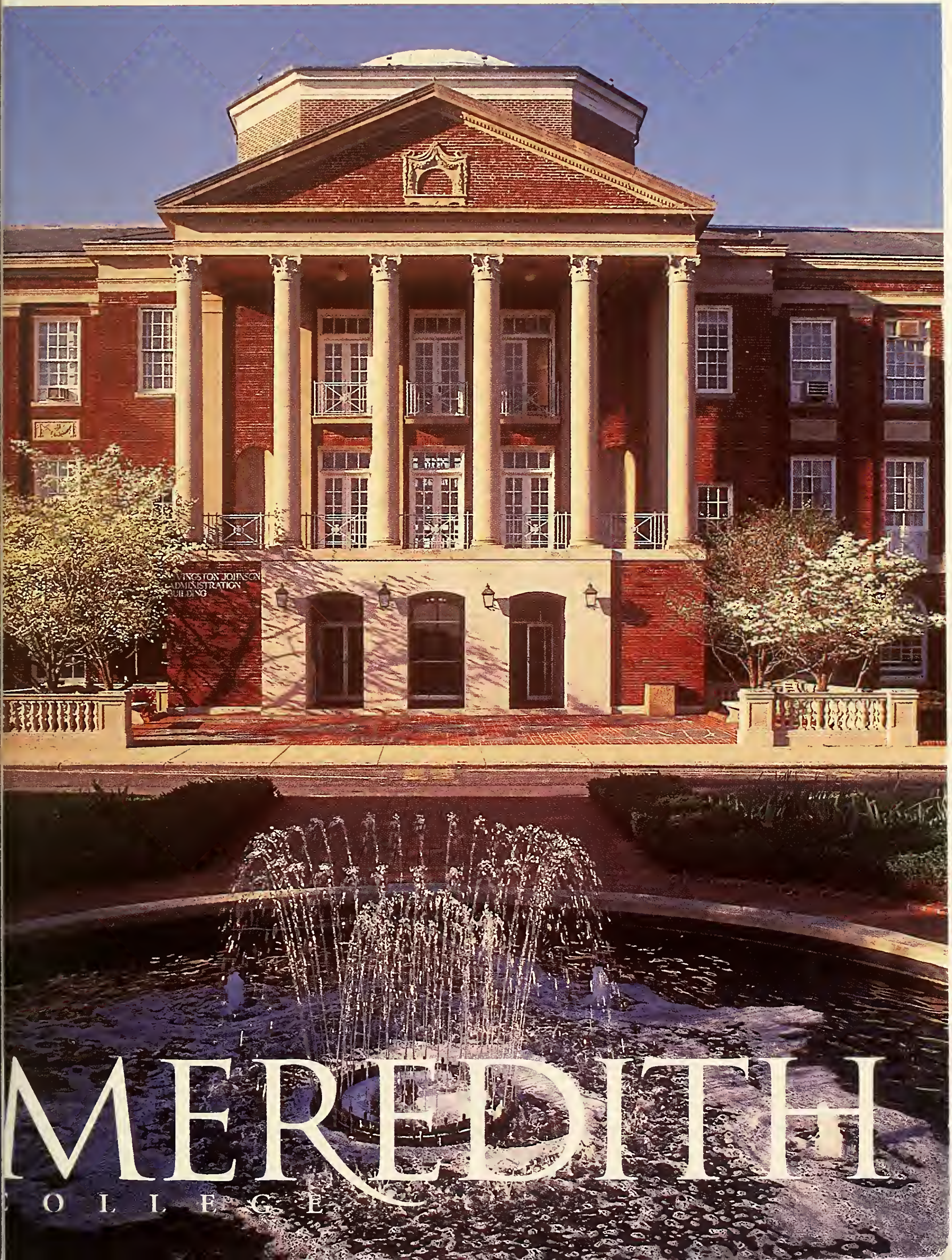
W

Washington Center, the, 52
Weems, The John E. Graduate School, 10
Withdrawals, 25, 58
Women, a College for, 8
Women's Studies, 62
Work-Study Programs, 32
Worship Services, 38
Writing Achievement Scholarship, 29

MEREDITH
COLLEGE
OFFICE OF ADMISSIONS
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
(919) 829-8581, or 1-800-MEREDITH

Non-Profit Org
U.S. Postage
PAID
Raleigh, NC
Permit No. 369

UNDERGRADUATE CATALOGUE


LIVINGSTON JOHNSON
ADMINISTRATION
BUILDING

MEREDITH

COLLEGE

MEREDITH COLLEGE UNDERGRADUATE CATALOGUE

Volume 20

1996 - 1997

MEREDITH COLLEGE INTENDS TO adhere to the rules, regulations, policies, and related statements included in, but reserves the right to modify, alter, or vary all parts of, this document with appropriate notice and efforts to communicate such changes.

Requests for Meredith catgalogues should be sent to:

Office of Admissions
Meredith College
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298

CONTENTS

President's Message 7

Meredith College: Purpose and Overview 9
- Accreditation 9
- Nondiscriminatory Policy 9
- Purpose 9
- Operational Goals 10
- A Christian College 10
- A College for Women 10
- Student Life 10
- Faculty 11
- Curriculum 11
- Honors Program 11
- Individualized Study 11
- Continuing Education 12
- Graduate Programs 12
- Career Direction 12
  - *Pre-professional Studies* 12
  - *Teacher Education* 12
  - *Teaching Fellows Program* 13
  - *Medical Technology and Physician Assistant* 13
  - *Nursing Transfer Curriculum for RNs* 13
  - *Dietetic Internship* 13
  - *Professional Communications* 13
  - *Criminal Justice Studies* 13

Admission 15
- Freshman Admission 15
- Transfer Admission 18
- International Students 19
- Re-Entry (Adult) Student Admission 20
- Meredith After5 Program 20
- Leave of Absence 20
- Re-Admission of Former Students 21
- Part-Time Students 21
- Special Options for Non-Degree Students 21
- Conditions of Admission 22
- Orientation-Registration 22
- Summer Session 23

Finances 25
- Tuition and Fees 25
  - *Full-Time Students* 25
  - *Part-Time Students* 25
  - *Additional Course Fees* 25
  - *Resident Damage Deposit* 26
  - *Special Fees* 26
- Terms of Payment 26
  - *Payment Schedule* 26
  - *Deferred Payment Plan* 26
  - *N.C. Legislative Tuition Grants* 26
  - *Withdrawals/Leaves of Absence* 27
  - *Contractual Agreement* 27
- Financial Assistance 27
  - *Principles and Procedures* 27
  - *Types of Assistance* 29

Student Life 37
- Student Orientation 37
- Cultural and Social Activities 37
- Student Honors 38
- Student Responsibility 38
  - *Honor System* 38
- Student Government Association 38
  - *Student Regulations* 38
  - *Student Life Committee* 39
- Student Organizations 39
  - *Societies* 39
- Religious Life 39
- Recreation 39
- Intercollegiate Athletics 39
- Residence 40
  - *Commuter Student Life* 40
- Computer Services 41
- Health Care 41
- Counseling 41
  - *Career Planning* 41
  - *Academic Advising* 41
  - *Personal Counseling* 41
  - *Counseling Center* 41
  - *Freshman Discovery Series, First-Year Experience Class* 41

Academics: Programs and Regulations 43
- Choice of Catalogue 43
- Degree Programs 43
  - *Requirements for All Degrees* 43
  - *Requirements for Bachelor of Arts and Bachelor of Science Degrees* 43
  - *Minors* 45
  - *Requirements for the Bachelor of Music Degree* 45
  - *Requirements for a Second Degree, Major or Minor* 45
- The Honors Program 45
  - *The Honors Curriculum* 45
- Career Direction 46
  - *Pre-Professional Preparation* 47
  - *Medical Technology Program* 47
  - *Nursing Transfer Curriculum* 47
  - *Physician Assistant Program* 47
  - *Professional Communications* 47
  - *Criminal Justice Studies* 47

- *Teacher Education* 48
- *Teaching Fellows Program* 48
- Convocation 48
- Continuing Education 48
  - *Re-Entry/Academic Credit Programs* 48
  - *Enrichment Programs* 49
  - *Meredith After5* 49
  - *Certificate Programs* 49
- Individualized Options 49
  - *Special Studies* 49
  - *Cooperative Education* 50
  - *Cooperating Raleigh Colleges* 50
  - *ROTC Opportunities Through Cooperating Raleigh Colleges* 50
  - *International Studies* 50
  - *Individual Participation in Programs of Other Institutions* 51
  - *Correspondence Credit* 51
  - *Visitation Credit* 51
- Summer Study 52
- Academic Planning and Advising 52
  - *Academic Advisers* 52
  - *Course Load* 52
  - *The Freshman and Sophomore Years* 52
  - *The Junior and Senior Years* 52
  - *Graduation* 52
  - *Graduate Examinations* 53
  - *Changes in Class Schedule* 53
  - *Repetition of Courses* 53
  - *Class Attendance* 53
- Credit Regulations 53
  - *Advanced Placement Credit* 53
  - *Auditing Courses* 53
  - *Residence Credit Requirements* 53
  - *Transfer Credit* 54
  - *Credits from Technical, Business, Bible, and Nursing Schools* 54
  - *Credit for Extra-Institutional Instruction* 54
  - *Old Credit* 54
  - *Credit in Music* 54
  - *Credit in Physical Education and Dance* 55
- Grading System 55
  - *Standard Grading* 55
  - *Quality Point Ratio* 55
  - *Pass/Fail Policies* 55
- Academic Recognition 56
  - *Classification* 56
  - *Dean's List* 56
  - *Graduation with Distinction* 56
- Records 56
  - *Registration* 56
  - *Transcripts* 56
- Satisfactory Progress, Retention, and Suspension 57
- Official Withdrawal 57

List of Degrees and Majors 58

Courses of Study 59
- Special Studies 59
- Interdisciplinary Studies 59
- Cross-Cultural Skills Minor 59
- Capstone Studies 60
- Center for Women in the Arts 61
- Women's Studies 61
- Career Studies 61
- Art 62
  - *Studio Art* 63
  - *Graphic Design* 63
  - *Art History* 63
  - *Art Education* 64
  - *Curriculum* 64
- Biology and Health Sciences 67
  - *B.A. in Biology* 67
  - *B.S. in Biology* 68
  - *B.S. in Biology, Concentration in Environmental Science* 68
  - *B.S. in Medical Technology* 68
  - *B.S. in Health Science* 68
  - *Curriculum* 68
- Business and Economics 72
  - *B.S., Major in Accounting* 72
  - *B.S., Major in Business Administration* 72
  - *B.S., Major in International Business* 72
  - *B.A., Major in Economics* 73
  - *Master of Business Administration* 73
  - *Licensure* 73
  - *Curriculum* 73
- Chemistry and Physical Science 77
  - *Major* 77
  - *Curriculum* 78
- Education 80
  - *Programs Offered* 80
  - *Education Programs* 81
  - *Licenses and Endorsements* 82
  - *Elementary Teacher Education (Grades K-6) Program* 82
  - *Middle Grades Teacher Education (Grades 6-9) Program* 83
  - *Secondary Teacher Education (Grades 9-12) Programs* 85
  - *Occupational Teacher Education Programs* 87
  - *School Social Worker Programs* 88
  - *Special Subject Area Teacher Education (Grades K-12) Programs* 89
  - *Curriculum* 92
- English 94
  - *Major in English* 94
  - *Concentration in Professional Communications* 94
  - *Prerequisites* 94

Curriculum....................94
Foreign Languages....................96
Majors in French and Spanish....................96
Advanced Study....................96
Advanced Placement....................96
Curriculum....................97
Health, Physical Education, and Dance....................101
Major in Dance....................101
Teaching Licensure in Dance....................102
Curriculum....................102
History and Politics....................107
Special Career Directions....................107
Advanced Placement....................107
Major in History....................107
Major in American Civilization....................107
Major in International Studies....................107
Minor in History....................107
Concentration in Criminal Justice Studies....................107
Curriculum....................107
Politics Courses:
Major in Political Studies....................109
Minor in Political Studies....................109
Legal Assistant Courses....................110
Human Environmental Sciences....................111
Major in Child Development....................111
Major in Clothing and Fashion Merchandising....................111
Major in Foods and Nutrition....................112
Major in Interior Design....................112
Major in Home Economics....................112
Curriculum....................112
Mathematics in Computer Science....................116
B.A. in Mathematics....................117
B.S. in Mathematics....................117
B.S. in Computer and Mathematical Sciences....................117
Licensure Requirements....................118
Credit Testing in Mathematics....................118
Curriculum....................118
Music, Speech and Theatre....................122
Areas of Concentration....................123
Audition and Interview....................123
Majors....................123
Bachelor of Arts....................123
Bachelor of Music....................124
Master of Music....................126
Curriculum....................128
Psychology....................137
Major in Psychology....................137
Curriculum....................137
Religion and Philosophy....................139
General Education Requirements....................139
Major in Religion....................139
Curriculum....................139
Sociology and Social Work....................141
Major in Sociology....................141
Major in Social Work....................141
Concentration in Criminal Justice Studies....................142
Minor in Women's Studies....................142
Curriculum....................142

College Directory....................145
The Corporation....................145
Board of Trustees....................145
Board of Associates....................146
Alumnae Association....................148
Faculty....................148
Adjunct Faculty....................154
Faculty Emeriti....................159
Administration....................161
Campus Directory....................167
Location....................168
Undergraduate Academic Calendar for 1996-97....................169
Correspondence and Visits....................169
Enrollment for 1995-96....................170
Campus Map....................171

Index....................173

1891

PRESIDENT'S MESSAGE

John E. Weems, Ed.D.

IT'S AN EXCITING TIME FOR WOMEN — and it's an honor and a privilege to be among those who promote and encourage opportunities for women.

A forward-looking institution, Meredith has the finest faculty, the latest technology, and the best equipped physical facilities you'll find anywhere. Our philosophy of education — a commitment both to a strong liberal arts tradition and to the almost limitless potential for women in the work place and community — is strong. While students engage in rigorous scholarship, they also are challenged to be leaders, to find meaningful careers, to discover their own values, to chart their own courses, to be unafraid to meet ever higher goals, and to make a difference in the world.

As the largest private college for women in the Southeast, Meredith is at the hub of a sophisticated array of first-rate academic, governmental, scientific, business, and professional communities, constantly enriching the College's own excellent curriculum and resources.

Our student body is diverse and inclusive — welcoming both the traditional student and the re-entry student with equal enthusiasm; offering graduate degrees in music, business, and education; being sensitive to and respectful of differences in race, geographical origin, professional and educational goals, and the spiritual needs of women.

Operating for over a century as a women's college, Meredith has awarded over 13,000 degrees. Our alumnae attest to the fact that Meredith graduates are succeeding in the competitive job market of the 1990s and attribute this to the high quality education they received. Attending Meredith made a difference in their lives; it can make a significant difference in your life too!

MEREDITH COLLEGE: PURPOSE AND OVERVIEW

THE RICH HERITAGE ENJOYED BY THE MEREDITH student of today began in 1835 when, at a session of the Baptist State Convention, the idea of a university for women was conceived. Thomas Meredith, founder and editor of the *Biblical Recorder,* was named to chair the first committee and was a member of subsequent ones that kept the concept alive. In 1838 he urged his fellow Baptists to institute a "school (to) be modeled and conducted on strictly religious principles; but that it should be, so far as possible, free from sectarian influences." Baptist Female University was founded in 1891, the year in which it was chartered by the state legislature. By 1899 it had matured sufficiently to accept students. Ten years later it was named Meredith College in honor of that leader whose persistence helped make it a reality. Its campus, then located near the capitol of North Carolina, was moved to its present west Raleigh site in 1926. It has grown from a single building in downtown Raleigh to a 225-acre campus of classroom buildings, including an art center; a library; residence halls; a chapel; an administration building; a gymnasium and playing fields; a college center; an auditorium; and other physical facilities which, in design and function, reflect the best of the founders' ideas.

Meredith's seven presidents have been James Carter Blasingame, 1899-1900; Richard Tilman Vann, 1900-1915; Charles Edward Brewer, 1915-1939; Carlyle Campbell, 1939-1966; Earl Bruce Heilman, 1966-1971; Craven Allen Burris (Acting), September-December 1971; and John Edgar Weems, January 1972-present.

ACCREDITATION

MEREDITH COLLEGE IS ACCREDITED BY THE Southern Association of Colleges and Schools to grant the degrees of Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music. It is also accredited by the National Association of Schools of Music, the Council on Social Work Education, the Foundation for Interior Design Education and Research (FIDER), the National Council for Accreditation of Teacher Education (NCATE), and the North Carolina Department of Public Instruction. The College is a member of the American Association of Colleges, the American and North Carolina Associations of Colleges for Teacher Education, and the National Collegiate Athletic Association. It also has an approved American Dietetic Association Plan V and AP4 programs.

Graduates of Meredith are eligible for membership in the American Association of University Women.

NONDISCRIMINATORY POLICY

MEREDITH COLLEGE ADMITS WOMEN STUDENTS of any age, race, creed, and national or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. It does not discriminate on the basis of age, race, creed, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Furthermore, it does not discriminate in admission or access to its programs and activities on the basis of disability as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Inquiries may be directed to the vice president for business and finance at Meredith, who coordinates the College's nondiscriminatory policy on the basis of special needs. The vice president and dean of the college coordinates policy with regards to learning disability.

PURPOSE

THE CHARTER OF MEREDITH STATES THE PURPOSE of the College as follows:

The purpose of this corporation is to provide for the higher education of women under Christian auspices and within a Christian context, fostering in all its activities and relationships the ideals of personal integrity, intellectual freedom, and academic excellence; and to that end, to provide adequately and fully for the maintenance, management, operation, and development of a college at Raleigh, North Carolina, under the name of Meredith College. This institution, a liberal arts college, shall emphasize and develop its academic program in terms of scholastic standards and service, and shall maintain procedures implicit in an educational institution of high quality; and, as a Christian college, shall be primarily concerned to deepen and broaden the Christian experience of its students and to prepare them for maximum service in the Christian enterprise.

OPERATIONAL GOALS

THE COLLEGE SEEKS TO

1. educate women;
2. maintain an environment which
   a. is supportive of Christian traditions and ideals,
   b. fosters personal integrity, intellectual freedom, and academic excellence;
3. offer opportunities to join in a college community which
   a. values its heritage and traditions,
   b. promotes citizenship and leadership through participation in recreational, social, and religious activities,
   c. fosters personal relationships,
   d. is concerned for the well-being and development of each individual;
4. provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the arts, sciences, and humanities; and which enhance opportunities for employment and/or additional education. These programs include
   a. a broad liberal arts component as the core of its undergraduate curriculum,
   b. majors, minors, concentrations, licensures and certifications,
   c. graduate studies, and
   d. continuing education;
5. provide opportunities for students through curricular and co-curricular experiences for learning and for service in the community beyond Meredith;
6. offer programs and services and to open college facilities to meet educational and cultural needs in the greater Raleigh community;
7. attract, develop, and retain a faculty who strive for excellence in teaching, scholarship, and artistic performance;
8. maintain, operate, and advance the College by providing
   a. an administrative staff and a student development staff which will support the programs of the College,
   b. physical facilities and equipment which will meet the needs of the institution,
   c. financial resources for the operation of the College.

A CHRISTIAN COLLEGE

MEREDITH IS A WOMEN'S COLLEGE OF HIGH QUALity in the liberal arts — a college where commitment to God, to Jesus Christ, and to humanity provides the perspective which integrates the educational program and where the purpose is to provide experiences through which students may develop a Christian attitude toward the whole of life. A planned curriculum and thorough instruction combine with community life to prepare students to live responsibly in the contemporary world. In an atmosphere of freedom and commitment, students are encouraged to realize their potential as individuals; to keep themselves physically fit; to acquire an understanding of and appreciation for the arts, sciences, and humanities; to exercise creative imagination; to develop skills in analytical thought and communication; and to achieve a sense of life direction. Thus, students are prepared for graduate and professional study, for productive work in the vocations and professions, for leadership and responsible citizenship, for family life, and for leisure.

A COLLEGE FOR WOMEN

MEREDITH WAS FOUNDED ON THE PREMISE THAT excellence in education is as important for women as for men. Throughout her history, the College has made important contributions to the education of women and has graduated highly qualified women since the early part of this century. Meredith graduates have pursued careers with distinction and have provided outstanding leadership and service to their communities.

In an environment conducive to self-discovery and development, Meredith educates women to lead in and contribute to society. In addition to sound academic instruction and opportunities for personal growth, the College offers special programs and study opportunities relevant to the needs of today's women. It also provides education for viable career choices and alternative futures, recognizing and reinforcing the role of women as competent, skilled, and intellectual members of the community.

STUDENT LIFE

FOR THE MOST STIMULATING LEARNING ENVIronment possible, Meredith seeks a diverse student body. Her approximately 2,400 students come from North Carolina, numerous other states, and several foreign countries; from all races; from public and private schools; and from various denominations and faiths. The older students who return to college to continue their education help create a heterogeneous classroom atmosphere which enhances communication, debate, and idea exchange. Meredith's academic and social climate fosters close communication among students and with faculty in an atmosphere of respect and concern for learning and enrichment.

Meredith seeks to provide a total educational experience — one where creative, intellectual, and spiritual leadership, and physical talents and interests can be developed according to the student's own desires.

Committed to fostering strong leadership, skills development, and self-awareness, Meredith offers her students a variety of activities. Opportunities for leadership cut across racial, ethnic, religious, social, cultural, and geographic backgrounds. Whatever their special interests, Meredith students find an environment which affirms their individuality and helps fulfill their own particular needs.

While Meredith students enjoy the beauty of the 225-acre campus and the variety of experiences available on campus, they are also actively involved in the life of Raleigh, a city of more than 250,000 and the capital of North Carolina. Raleigh's location in the Research Triangle area and its proximity to other outstanding universities adds cultural and social advantages as well as academic privileges, including the opportunity to take courses at the five other colleges and universities in the city. Students participate in city and state government, work with numerous volunteer agencies, participate in credit or non-credit internships in business establishments and within state government (for example, the North Carolina Division of Archives and History, the Governor Morehead School, and Dorothea Dix Hospital), work in various churches, and serve as student teachers in the Wake County Public School System. Thus, Meredith women can be involved in the life of an exciting city and state capital, which is the home-away-from-home to more than 88,500 college students.

FACULTY

THE FACULTY AT MEREDITH ARE CENTRAL TO THE College's function as an institution of learning. Teaching is the primary task of the College, and faculty members are essentially teachers as well as research scholars. They study, they encourage learning, they advise students, they engage in research, they publish and exhibit their work, they perform, they work on committees and help establish the academic policies of the College, and they work in the Raleigh community and its churches. The Christian tradition constitutes the essential perspective within which the faculty seeks to provide a liberating educational experience through which each student moves toward the realization of herself as fully human.

More than 85 percent of the faculty have earned the doctorate or other terminal degrees. Advanced degrees earned by the faculty represent approximately 75 graduate schools. A number of the faculty have received study grants such as Fulbright, Danforth, National Endowment for the Humanities, and the National Science Foundation.

CURRICULUM

MEREDITH OFFERS A CURRICULUM DESIGNED TO assist the student in acquiring a comprehensive understanding of herself. Concern for the unity and diversity of the human experience is expressed through an intensive examination of knowledge available within the traditional academic disciplines and through active participation in the life of the local and wider communities. Each student engages in the study of a broad distribution of human culture as a requirement of a liberal education. Furthermore, she must make a concentrated study of a major field. Fifteen academic departments offer a variety of courses and more than 30 majors. Elective courses may provide for minors or further concentration in a discipline, broader exposure in several disciplines, or for defining and meeting vocational goals. Meredith confers six degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Music, Master of Business Administration, Master of Education, and Master of Music.

HONORS PROGRAM

THE HONORS PROGRAM AT MEREDITH IS DEsigned to offer the academically gifted and interested student the opportunity to engage in an enriched program of study. Through this program the honor student is challenged to expand her power of thinking — analytically, critically, and creatively; to increase her knowledge; to stretch her imagination; to improve her communications skills; to achieve a better sense of life direction; and to develop her many facets as a whole person. *(Details are on pages 45-46.)*

INDIVIDUALIZED STUDY

MEREDITH OFFERS STUDENTS OPPORTUNITIES TO enhance curricular offerings as well as career preparation through individualized educational experiences. Special studies are available in all departments at the initiative of students or faculty and include individual studies, community internships, and special group courses in addition to those listed in the catalogue.

Off-campus study is available and encouraged for all students. Many departments provide opportunity for community internships. Through the Cooperative Education Program, a student may complement her classroom study with full-time or part-time employment. Under the auspices of Cooperating Raleigh Colleges, a student at Meredith may take courses and use facilities at any of the other five colleges in Raleigh without additional tuition. Meredith also has programs in cooperation with Drew University, American University, and Marymount Manhattan College, whereby a student may spend a semester in Washington, New York, or London.

Meredith also directly sponsors study abroad in several categories. The Meredith Abroad Program provides for summer study in Britain and Italy, whereby a student may earn a full semester's credit at approximately the same cost as on campus. Other options include residence at the University of Hull in England and departmentally sponsored programs such as painting in Florence and language study in Angers. Individual study opportunities are also available in China and Japan. In addition, a student may arrange through special studies an individualized program of study, or she may participate in programs sponsored by other institutions *(see pages 50-51).*

CONTINUING EDUCATION

MEREDITH IS COMMITTED TO ENCOURAGING IN each student an appreciation of human growth and development as a lifelong process. Thus, the College serves not only young women, but those who are older — women who, as their lives unfold, continue learning for both personal enrichment and career advancement.

Such women may explore new areas of interest and update skills by auditing courses throughout the regular curriculum or by participating in special classes, seminars, and workshops. They may undertake course work for academic credit leading to an undergraduate or graduate degree, or they may earn certification or licensure in a job-related field *(see pages 48-49).*

The continuing education staff helps adult women pursue these options at Meredith. In addition, the College reaches out to the community of men, women, and children of all ages with programs and services responsive to a wide variety of learning needs.

GRADUATE PROGRAMS

THE JOHN E. WEEMS GRADUATE SCHOOL OF Meredith College offers three master's degree programs: Master of Business Administration (MBA); Master of Education (M.Ed.); Master of Music (M.M.) in performance and pedagogy and in music education. Full information is contained in a separate catalogue, available in the graduate school office. The College also offers a post-baccalaureate Legal Assistants Program and a Graduate Nutrition Certificate.

CAREER DIRECTION

MEREDITH COLLEGE, WITH ITS LIBERAL EDUCAtion foundation and commitment to career and personal development, offers students the key to full participation in the now and future workplace. At Meredith, traditional skills in analytic thinking, communication, human relations, and learning-to-learn are enhanced through technological knowledge and applied through experiential learning. This merger of time-honored liberal arts perspective and contemporary workplace competencies prepares Meredith graduates with the tools for satisfying and successful career development.

For many of Meredith College's more than 30 majors, specific career preparation is an integral part of the curriculum. Students are also assisted in career direction through the use of self-designed majors, minors, concentrations, and other means of customizing their coursework. Whether students plan employment or continued academic study following graduation, they can establish and pursue career goals in all departments.

— *Pre-Professional Studies*

Sequences of courses are available and can be established through the guidance of qualified advisers. Preprofessional areas include medicine, dentistry, veterinary science, law, theology, library science, special education, social work, journalism, and others.

— *Teacher Education*

Teacher education constitutes a particularly significant portion of the academic program. All departments, individually and through the Teacher Education Committee, contribute to the planning of the program and, along with the Department of Education, accept responsibility for supervision of the student teaching experience. By combining professional requirements for a sound foundation in the arts, sciences, and humanities, as well as a subject major, the College seeks to develop effective teachers whose intellectual needs are met and whose abilities are developed both inside and outside the classroom. To insure that all strengths of the College contribute to the success of a teacher, a major field of study apart from teacher education is required. Meredith provides for the prospective teacher varied experiences which will result in the development of competencies for the pluralistic classroom, including the ability to provide for a healthy classroom climate, academic proficiency, professional growth, and community participation.

— *Teaching Fellows Program*

Meredith College is designated a Teaching Fellows Institution by the North Carolina Teaching Fellows Commission. The Fellows Program, established by the North Carolina General Assembly, is designed to encourage talented high school students to enter a teaching career. Each year it subsidizes the college costs of up to 400 North Carolina high school students at selected colleges and universities that offer enriched teacher education opportunities for the recipients. Winners of the North Carolina Teaching Fellows Scholarship Loan/Awards will receive $5,000 per year from the State for each of their four years in college, provided they meet the program requirements. In addition, Meredith College will coordinate grant assistance to equal the monetary contribution made by the State of North Carolina. Additional information on the Teaching Fellows Program can be found on pages 31 and 48.

— *Medical Technology and Physician Assistant*

Meredith offers a degree program in medical technology in cooperation with the Duke University Medical Center and a physician assistant degree program in cooperation with Wake Forest University Bowman Gray School of Medicine. Details are available in the Department of Biology and Health Sciences and on pages 47 and 67-68.

— *Nursing Transfer Curriculum for RNs*

Meredith's Nursing Transfer Curriculum will enable currently licensed RNs to obtain the general education and science prerequisites needed for subsequent admission to BSN completion programs in other institutions. The curriculum is especially designed for women over the age of 23 who hold an associate degree or diploma in nursing and who are seeking to prepare themselves for the professional level. For more information, see pages 47 and 54.

— *Dietetic Internship*

In accordance with the mission and goals of the John E. Weems Graduate School, the Dietetic Internship builds on the academic preparation of Didactic Programs in Dietetics which provides the knowledge requirements in clinical nutrition, public health, and food service management for entry-level dietitians as stated in the Standards of Education published by the American Dietetic Association. Students have solid understanding and experience in normal and clinical nutrition, public health nutrition, and food service management. They apply nutritional principles to all stages of the life cycle, to disease prevention, control of disease processes and restoration of health through effective communication skills and in the context of human relationships. Analytical and conceptual skills are further developed through graduate course work. This enables them to be leaders in their profession and assume responsibilities as employees and citizens.

— *Professional Communications*

The Concentration in Professional Communications is a program offered through the Department of English for students interested in a variety of careers in communications, including journalism, broadcasting, public relations, and fund-raising. Though designed to emphasize the print media, this program can accommodate those students with interests in radio and television. More information is available through the Department of English and on page 94.

— *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy, and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies Concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 107.

ADMISSION

AS A COLLEGE COMMITTED TO THE DEVELOPMENT of the individual, Meredith seeks to enroll students who will benefit from the total educational program of the College. Each application is carefully evaluated on the basis of academic preparation, scholastic ability, character, purpose, and motivation. Admission is granted to qualified applicants without regard to race, creed, national or ethnic origin, age, or disability.

Meredith College admits students as candidates for the degrees of Bachelor of Arts, Bachelor of Music, or Bachelor of Science. Students are admitted as entering freshmen, as transfer students from other colleges, as students seeking a second baccalaureate degree, or as re-admitted candidates. Students are accepted for entrance to the fall and spring semesters, which begin in August and January. In addition to its on-campus students, Meredith welcomes commuting students who plan to reside with parents, spouses, or other close relatives. The College also welcomes adult women from the local area.

Recognizing the stimulating environment produced by a diverse student body, Meredith actively seeks to enroll students of varying backgrounds, interests, and talents. While a majority of enrolled students come from North Carolina and other southern states, students from a wide geographic area, including foreign countries, are sought. Students from minority groups, from all economic levels, from public and private schools, and from various religious backgrounds are encouraged to apply. Admission decisions are made without regard to financial need factors. Any student interested in applying to Meredith but hesitant because of financial need is encouraged to read the catalogue section on financial assistance found on pages 27-35.

FRESHMAN ADMISSION

— *Requirements*

To be considered for admission, a student must file an application, obtainable from the Office of Admissions, and the $25 non-refundable application fee. She must also submit the required secondary-school records, test scores, and recommendations. A health report is required of every student accepted for admission. Any student for whom the $25 processing fee is a severe financial hardship should write to the Office of Admissions for information about obtaining an application fee waiver.

A first-year student who initially enrolls at Meredith as a non-degree student and who later wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Re-entry Program or the Meredith After5 Program in the Office of Continuing Education.

Secondary-School Record

The most important admissions credential is the student's high school record, including her choice of courses, academic performance, and class standing. The high school transcript, complete with a listing of senior-year courses, should be submitted by a school official at the time of application.

The College will consider any applicant whose course preparation and academic performance indicate her readiness for the academic program here. To prepare for the liberal arts program at Meredith College, a prospective student should take a strong academic course program throughout high school, including the senior year. An applicant is expected to present at least 16 units of secondary-school credit earned in grades nine through 12, with at least 14 units taken in English, foreign language, mathematics, natural sciences, history, and social studies. Her program should include the following units:

English	4	
Foreign Language	1	(2 recommended)
Mathematics	3	(Algebra I, Algebra II, and Geometry or a higher level course for which Algebra II is a prerequisite)
Science	3	
History/Social Studies	3	
Electives	2	(preferably chosen from academic subjects listed above)

Careful attention is given to the applicant's grade average in the academic subjects. Using an unweighted grading scale, Meredith expects the candidate to have at least an overall C average in the following academic subjects: English, foreign language, mathematics, history, social studies, and natural sciences.

The applicant's rank in class is a significant indicator of the quality of her high school work. Ordinarily a student is expected to rank in the upper half of her graduating class. Although in a typical freshman class approximately 60 percent of enrolling students rank in the top quarter of their classes, Meredith seeks to serve any student whose overall performance level shows promise of academic success here.

Admissions decisions are normally made during the applicant's senior year with acceptance being contingent upon continuing satisfactory academic performance and completion of the student's course of study.

Scholastic Assessment Test

When reviewed in relation to the high school record and other information, Scholastic Assessment Test (SAT) scores provide a valuable tool for assessing an applicant's potential for success in the academic program of the College. The range of test scores for enrolled students is wide because of the importance attached to strong performance in an academic curriculum in high school. In recent classes, the middle fifty percent of enrolling students have scored between 920 and 1120 on the Scholastic Assessment Test.

Each freshman applicant is expected to take the SAT-I Reasoning Tests of The College Board and to have an official report of her scores sent to Meredith College. For admissions purposes at Meredith, this test should normally be taken no earlier than January of the junior year and usually no later than December of the senior year. Information and test registration forms may be obtained from the secondary school or from the College Board ATP, Box 6200, Princeton, NJ 08541-6200. While SAT-I scores are preferred, the College will accept scores on the ACT test battery of the American College Testing Program in lieu of SAT-I scores.

In the case of a student for whom English is a second language, scores on the Test of English As a Foreign Language (TOEFL) or some other measure of competency may be requested in addition to or in lieu of SAT-I scores. *(Foreign students, especially those who will be traveling on a student visa, should see pages 19-20 for testing expectations.)*

For having official SAT-I or TOEFL scores requested, Meredith's code number is 5410; for ACT score requests, the code number is 3126.

Recommendations

References often provide insight into such qualities as initiative, inquisitiveness, motivation, purpose, maturity, creativity, and special talent. An applicant is asked to provide recommendations from a school official and from a teacher who has taught her in the eleventh or twelfth grade. In some cases the admissions staff will ask for additional teacher references in specified subject areas in order to have further information about an applicant's scholastic abilities. The Office of Admissions provides forms for the references to use in providing recommendations to support the application. Recommendations are not part of the on-going file of an enrolled student.

Health Record

For the benefit of the individual and the college community, a complete health report is required of each student prior to her entrance. The medical form accompanies the offer of admission; confirmation of a student's acceptance is dependent upon the receipt of the completed health report.

A handicapped student should be aware that admission will not be denied on the basis of that disability. (This practice is in accordance with Section 504 of the Federal Rehabilitation Act of 1973, as amended and the regulations issued pursuant thereunto.) After the offer of acceptance, each applicant is given the opportunity to inform the College, if she wishes, of any disability in order that any special accommodations that might be necessary can be arranged by the College.

Interview

Although an admissions conference is generally not required, many prospective students find talking with a member of the admissions staff a helpful way to obtain information about the academic programs, campus environment, and student activities at Meredith. A conference can also provide the admissions staff with additional information about an applicant's interests, goals, and academic background. Conferences and campus tours may be arranged on weekdays or Saturday mornings by writing or telephoning the Office of Admissions. *(See page 169.)*

In some cases the admissions staff, as a means of better determining her readiness for the curriculum at Meredith or for advisory purposes, may request a conference with an applicant.

A prospective music major will need to schedule an audition and interview with the music faculty prior to her enrollment at Meredith. Many applicants find it helpful to arrange these sessions during the application period so that the evaluation made by the music faculty can become an additional part of her admissions records. Any student planning to apply for a competitive music scholarship should definitely plan to audition prior to March 1 of her senior year. *(See page 30.)*

— *Early Admission*

Meredith College will consider for admission students who wish to accelerate their studies by entering college after the 11th year of high school. Such students should have taken a strong academic program in grades nine through eleven and should show through classroom performance and standardized test results superior academic ability. Strong consideration is given to the student's maturity as well as to her academic preparedness.

The College requires that an accelerating student take all courses usually expected of entering freshmen, including a fourth unit in English. If not completed earlier, the accepted applicant will be required to complete English IV or a comparable course during the summer prior to enrolling.

An interview with an admissions counselor is strongly recommended and may be required. An admissions decision is made only after mid-year grades for the student's junior year are on file.

— *Credentials for Adult Students*

A woman 23 years of age or older *(see page 48 for definition of 23),* who wishes to enter a degree program, may qualify for admission either by fulfilling freshman admissions requirements or by successfully completing a prearranged program as a Re-entry or a Meredith After5 student *(see pages 48-49).* When a specified program is taken, the student is not required to file scores on the Scholastic Assessment Test. Whether applying for regular freshman admission or through the Re-entry or After5 Programs, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Early Decision Plan*

The Early Decision Plan is designed for the student who definitely desires to attend Meredith College. Such a student must file her application by October 15 of her senior year along with a statement indicating that Meredith is her first college choice and that she plans to enroll at Meredith if offered early decision admission. She must take the SAT-I (or ACT) prior to her senior year.

The College takes action on early decision applications by November 1, and notifies each candidate immediately of the decision. The candidate who applies for an early decision on financial assistance by October 15 can expect notification by November 15. *(See page 28 for information about application procedures.)* Accepted students are required to make by December 1, a $100 advance deposit, a non-refundable payment that applies toward freshman-year expenses. The early decision candidate agrees that, upon acceptance of the early decision offer, she will withdraw other pending applications (if any) and refrain from filing additional applications for admission.

Early acceptance is not realistic for every applicant under this plan of admission. A student may be notified that action on her application has been deferred pending the receipt of more information, such as first-term grades or senior-year SAT-I scores. Such a student is guaranteed unbiased consideration under the rolling admission program. The early decision applicant whose credentials show that she is clearly unqualified for admission is notified that her request for admission has been declined.

— *Rolling Admission Plan*

The Rolling Admission Plan is designed for the prospective freshman who wishes to apply to several colleges and to have her application reviewed by Meredith as quickly as possible after it has been received. Such a student is encouraged to submit her application and supporting credentials in the fall of her senior year. Beginning November 1, the College takes action on applications as quickly as all necessary credentials are received and notifies students promptly of its decisions.

Applications are received for consideration as long as space in the entering class allows. Although in most years the College is able to consider some students who apply after this date, February 15 is the recommended deadline for filing application as an on-campus student. Applications from commuting students can usually be accommodated into the summer months.

Meredith College subscribes to the Candidates' Reply Date. An accepted student is expected to make a $100 advance deposit by May 1. This non-refundable deposit will apply toward her expenses in the freshman year.

An application should be filed no later than December 1 if a student is seeking admission to the spring semester. A student accepted for the spring term is expected to make a $100 advance deposit by December 1 or 10 days after the date of acceptance, whichever date is later. This non-refundable deposit will apply toward her expenses in the spring semester.

— *Advanced Placement and Credit*

The student who has completed the equivalent of college-level study through high school courses, independent study, or any other means may wish to seek advanced placement and credit at Meredith College. Competency in a subject area can be established through satisfactory performance on one of the following tests: a special departmental examination; an Advanced Placement Examination of The College Board; a general examination or a subject examination of the College-Level Examination Program of The College Board; an International Baccalaureate examination; and/or a Commonwealth Advanced Level examination. Further information about these opportunities may be obtained by writing the Office of Admissions.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions, may wish to seek advanced placement and credit at Meredith College. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining credit. Fifteen hours of credit is the maximum amount that may be awarded for extra-institutional instruction. Further information may be obtained by writing to the Office of Continuing Education.

TRANSFER ADMISSION

EACH YEAR MEREDITH ADMITS A NUMBER OF QUAlified applicants who transfer from other colleges or universities. Meredith also considers applications from students who wish to transfer from technical, business, Bible, or nursing schools. There are particular procedures and requirements for applicants from these institutions. *(See page 54.)*

Students are admitted at all class levels, but at least one year must be completed at Meredith College as a requirement for graduation. *(See pages 53-54, Residence Credit Requirements.)* Students who wish to seek a second baccalaureate degree follow the admission procedures for transfer students. *(See page 45 for information regarding credit requirements for a second degree program.)*

A student who has attended another post-secondary institution who initially enrolls at Meredith as a non-degree student and subsequently wishes to seek admission to degree candidacy should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Re-entry Program or the Meredith After5 Program in the Office of Continuing Education.

— *Requirements*

To be admitted for advanced standing at Meredith, the student is expected to have at least an overall C average on work attempted at other institutions, to be eligible to return to the last institution regularly attended, and to be recommended by college officials. All applicants should be aware that in computing the overall transfer grade average, Meredith's grading scale — which is based on a 4.0 quality point system (A=4.0, B=3.0, C=2.0, D=1.0) — will be used, with other units of credit being converted to semester hours. Applicants should also know that orientation, cultural activity, developmental, and physical education activity courses are not calculated into the grade average.

An applicant having less than 30 semester hours of transferable college credit at the time of application must also meet freshman admission requirements, including submitting scores on the Scholastic Assessment Test. In some instances, a student having 30 or more semester hours of credit may be required to present evidence of her secondary-school course background and/or satisfactory scores on standardized tests of academic achievement. This procedure applies to an applicant who would have fewer than 18 hours that would meet general education requirements at Meredith *(see pages 43-44).*

Although an admissions conference is generally not required, in some instances the admissions staff, as a means of better determining an applicant's readiness for the curriculum at Meredith or for advisory putposes, may request a conference with her.

When admission is granted before the end of a term in which the applicant is enrolled, her admission is contingent upon satisfactory completion of her course of study. Admission is always contingent upon receipt of a complete medical report. *(Information about the health record is found on page 16.)*

— *Credentials for Adult Students*

A woman 23 years of age or older *(see page 48 for definition of 23),* who wishes to enter a degree program or resume one begun earlier, may qualify for admission either by fulfilling admissions requirements for advanced standing or by successfully completing a prearranged academic program as a Re-entry or a Meredith After5 student. Whether applying for regular transfer admission or through the Re-entry or After5 Programs, students who have been out of the academic environment for some time are referred to continuing education, which provides appropriate advising and enrollment assistance.

— *Procedure*

To be considered for fall transfer admission, a student should file a transfer application, obtainable from the Office of Admission, and the non-refundable $25 processing fee, by the recommended deadline of February 15. The College will consider students who apply as on-campus residents after February 15 if residence space is available. Applications from commuting students can usually be considered into the summer months. A student seeking entrance to the spring semester should file her transfer application and fee by December 1.

An applicant for fall or spring is responsible for having an official transcript sent to Meredith from every college, university, or other post-secondary educational institution attended (including summer school) and, if enrolled at the time of application, a list of courses in progress. In addition, she should have an official copy of her high school transcript (or her GED certificate) sent to the admissions office. She is also expected to be recommended by her previous dean of students (or similar official) and a college professor. The admissions office provides forms for the references to use in providing recommendations. Recommendations are not part of the on-going file of an enrolled student.

Fall transfer application evaluation begins as quickly as possible after all required credentials, including first-semester grades (if currently enrolled), are received. Decisions go out on a rolling basis as evaluations are completed. An accepted student for fall must pay a $100 non-refundable advance deposit by May 1. Spring transfer evaluation begins by early October if all required credentials are on file. Decisions continue on a rolling system of admission. If accepted for the spring term, a student must pay a $100 advance deposit by December 1 or within 10 days after the date of acceptance, whichever date is later.

— *Procedures and Requirements for Students from Technical, Business, Bible, and Nursing Schools*

Because the academic backgrounds of students from technical, business, Bible, and nursing schools are so varied, the credentials used in the evaluation of an application are established on an individual basis. To be considered for admission, a student from a technical, business, Bible, or nursing school should follow the procedure described on this page. In addition, she should have her secondary school send the Office of Admissions a transcript of her high school record and her scores on all standardized tests of scholastic aptitude and achievement taken. She should also request the technical, business, Bible, or nursing school to send a report of her scores on any standardized tests taken while enrolled at that institution.

To be admitted to Meredith, the student from a technical, business, Bible, or nursing school is expected to have at least a cumulative C average on all courses attempted and on all courses for which credit will be granted at Meredith College. *(See page 54 for a description of the evaluation of credits from technical, business, Bible, and nursing schools.)* Furthermore, she is expected to be eligible to return to the last institution regularly attended and to be recommended by college officials. The student having less than 30 hours of acceptable credit must also meet freshman admissions requirements. In some instances, a student having 30 or more semester hours of acceptable credit may be asked to meet freshman admissions requirements or to present satisfactory scores on specified standardized tests of achievement.

— *Evaluation of Credit*

When a student is approved for admission with advanced standing, the registrar will prepare for her a credit evaluation.

See pages 53-54 for information about credit regulations. Special attention is called to the maximum credit accepted from a nursing school (35 semester hours), and from a non-accredited college or university (64 semester hours of provisional credit). Attention is also called to the statement about the minimum number of semester hours, including courses in her major field, that a student must take at Meredith.

INTERNATIONAL STUDENTS

MEREDITH WELCOMES THE INTERNATIONAL STUDENT whose previous course of study and English proficiency have prepared her for the academic program. In filing an application for admission, a foreign student must submit an original transcript from each secondary school, college, or university attended; an official copy of each diploma or educational certificate received; and an official score report of any national examination. Except in cases where English is her native language or principal language of instruction, the foreign student must submit scores on the Test of English As a Foreign Language (TOEFL), which is administered in her local country. It is preferred that the student include scores on the Test of Written English (TWE) that is offered at many TOEFL administrations and/or include a short essay on a topic of her choice. A student well-schooled in English should substitute the Scholastic Assessment Test. The tests (TOEFL and/or SAT-I) should be taken within the 18-month period preceding the date the student wishes to enroll. When registering for the TOEFL or SAT-I examination, the student should request that a score report be sent directly to Meredith College, Code Number 5410.

An international student judged academically admissible will be required to give proof of financial responsibility for her education and to submit a complete health form. These conditions of admission must be met before her admission will be confirmed and before an I-20 form for obtaining a student visa will be issued. A foreign student at Meredith is required to purchase and maintain a minimum standard of health insurance as defined by the United States Information Agency (U.S.I.A.). The policy must be with a company that has a claims office in the U.S.A.

When planning for study at Meredith, an applicant should be aware that financial aid resources for foreign students are limited. Each year there are a few scholarships ranging up to $1,200, depending upon need, and sometimes a campus job is possible. A student and her family, however, should expect to be primarily responsible for the international student's expenses.

This school is authorized under Federal law to enroll non-immigrant alien students. Information and application materials are available from the Office of Admissions.

RE-ENTRY (ADULT) STUDENT ADMISSION

A WOMAN WHO IS 23 YEARS OF AGE OR OLDER, IS A high school graduate or has earned a GED, and is interested in completing a Meredith College degree may enroll as a Re-entry degree candidate without fulfilling regular Meredith admission requirements. A student will be considered 23 years of age if she is 23 prior to enrolling in a course or if she becomes 23 prior to the last day of the examination period of the term in which she is enrolling.

A Re-entry student files her application through the Office of Continuing Education and has *all* official transcripts, including high school and/or GED and *all* post-secondary education transcripts, sent to that office. Students must have an official transcript sent from *each* institution attended, including summer sessions.

An evaluation of *all* academic records is prepared, and the potential student meets with a Re-entry adviser. A program of a maximum of 15 semester hours credit as a Re-entry student is planned for her. A candidate who does not present an adequate background in mathematics will also be required to take non-credit course(s) in Algebra through the Intermediate (Algebra II) level. Her performance on this prearranged program then becomes the primary criterion for subsequent confirmation of admission as a degree candidate.

To complete the admissions process, a Re-entry student must attain at least a 2.0 average in the courses attempted at Meredith. When the prearranged program is satisfactorily completed, the student files the second phase of her application, which includes a personal reference. Once the student is confirmed as a degree candidate, she is assigned an academic adviser in the department associated with her interest area. Credits earned as a Re-entry student are applicable to the degree requirements.

MEREDITH AFTER5 PROGRAM

MEREDITH AFTER5 IS A PROGRAM LEADING TO A degree, which is designed primarily to meet the needs of women working full-time and other women for whom day-time classes are inconvenient. It includes courses that are scheduled in shorter time blocks than a traditional semester. If under the age of 23, the interested student should consult the Office of Admissions for admission options available to her. For the woman who is 23 or older, the requirements and procedures are the same as those listed above for Re-entry students. There are, however, separate application forms for each program. A student in the Meredith After5 Program will be advised by a counselor in the Office of Continuing Education until her degree candidacy is confirmed. Credits earned as an After5 student are applicable to the degree requirements.

LEAVE OF ABSENCE

A CURRENTLY-ENROLLED STUDENT MAY REQUEST from the registrar a leave of absence for up to one year without having to apply for re-admission as long as she is in good academic, social, and financial standing at Meredith. Except in an emergency situation, the leave of absence must be requested in writing prior to departure from the College. In all cases, the leave of absence should be requested within 60 days of last class attendance. If a student should decide to take college work elsewhere while on a leave, she must apply for visitation credit through the Office of the Registrar at Meredith. A student on leave of absence who does not re-enroll within the allotted leave time will be officially withdrawn from the College. After any withdrawal or non-compliance with the leave policy, a student must follow the re-admission procedure.

A student is in good academic standing if she will not be on academic probation at the end of the term in which she applies for the leave of absence. She is in good social standing if she is not on social probation and if there is no case pending that would involve probation, suspension, or expulsion. To be in good financial standing, a student must have paid all tuition, fees, and other charges in the accounting office.

RE-ADMISSION OF FORMER STUDENTS

A STUDENT WHO WAS PREVIOUSLY ENROLLED AT Meredith but who did not complete the semester immediately preceding the term she wishes to enter must apply for re-admission. The exception to this policy is the student who was granted a leave of absence, who has complied with the terms of the leave and who re-enrolls within the allotted leave time.

A re-admission application, obtainable from the Office of Admissions, and a $15 non-refundable fee are required when applying for re-admission. The student is responsible for having sent to the Office of Admissions an official transcript and a statement of honorable dismissal from each college or university attended since last enrolled at Meredith. Other credentials necessary to support an application for re-admission are obtained by the Office of Admissions and include recommendations from references listed on the application, as well as the student's previous academic and personal records at Meredith. If adequate health information is not on file at the College, the student accepted for re-admission will be required to submit the necessary medical records.

If a student applying for re-admission was not eligible to return at the time she left Meredith, she should provide some evidence of current readiness to resume her academic program. The evidence may be in the form of a transcript of work completed at another institution, a personal statement, and/or statements from references. In some instances the admissions staff, as a means of better determining her readiness to resume studies or for advisory purposes, may request a conference with an applicant. Once her application for re-admission is complete, the admissions office refers it to the academic dean, who appoints an academic review committee to determine if the application gives promise of the student's being academically successful on return to Meredith. *(See page 57 for a description of the academic retention policy.)* The admissions office notifies the student of the decision the academic review committee makes in regard to her request for re-admission.

A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is re-admitted or those of a subsequent bulletin. In evaluating credit earned more than 10 years prior to re-enrolling at Meredith, the registrar will consult with the appropriate departmental head.

A former Meredith student who is 23 years of age or older, and who has been out of the academic environment for some time, may apply for re-admission through the Re-entry or the Meredith After5 programs.

PART-TIME STUDENTS

A PART-TIME STUDENT IS ONE QUALIFYING FOR A degree who enrolls for not more than 11 credit hours a semester. Such a student must meet the entrance requirements and admission procedures outlined above.

SPECIAL OPTIONS FOR NON-DEGREE STUDENTS

NON-DEGREE STUDENTS IN THE CATEGORIES LISTed below may register at Meredith in credit courses without conforming to the usual admissions process. In most instances, non-degree students are registered on a part-time basis.

— *Visiting Students*

A student who has authorization for credit at Meredith from another college may register for courses with credit. The statement of authorization should be sent to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

A student who is cross-registering for courses through the Cooperating Raleigh College consortium will begin the registration process in the Registrar's Office at the home institution and complete registration in the Office of the Registrar at Meredith according to schedules worked out between the institutions.

— *International Visitors*

International students at foreign universities with which Meredith has exchange agreements may, with the authorization of the home institution and in accordance with Meredith policy, enroll at Meredith as visiting students. Such a student will file a special application and the required academic records and financial statement through the Office of Admissions. When cleared for exchange visitor status, the College will issue a Certificate of Eligibility (I-20) for the student to use in applying for a student visa. An international visitor will have a designated faculty adviser and will register along with transfer students who are enrolling at the College.

— *Teacher Licensure Renewal Students*

A certified public school teacher who enters for credit to be applied toward renewal of certification requirements may register for courses with credit. Evidence of certification should be submitted in advance to the registrar. The student registers in the Office of the Registrar on the opening day of the term.

— *Teacher Licensure Program Candidates*

A college graduate wishing to pursue a teacher licensure program files an application and an official transcript with the Department of Education. On admission to the program the student receives from this department guidance concerning course selection and registration procedures. The student must take at least 30 semester hours at Meredith in order to complete the licensure program. *(See pages 80-91 for admission requirements and procedures and other program information.)*

— *Senior Scholars Program*

High school senior girls in the local area who are ready to undertake college-level study may enroll as special students in courses at Meredith. A student approved for participation in the Senior Scholars Program may attend classes for college credit in the summer prior to her senior year or in either or both semesters of her senior year. Information about admissions requirements and enrollment procedures and Senior Scholar application forms are available from the Office of Admissions.

— *Meredith Faculty, Staff, and Administration*

Members of the Meredith College faculty, staff, or administration may register for courses as non-degree students. They will complete a special registration form provided by the College and will register in the Office of the Registrar on the opening day of the term.

— *Post-Baccalaureate Students*

A student who already has a baccalaureate degree and who is not interested in completing a second degree from Meredith College may register for courses for credit as a non-degree student. This student registers in the Office of the Registrar on the opening day of the term. A student who wishes to complete a second baccalaureate degree should see page 45.

— *Other Non-Degree Students*

A student who does not hold a baccalaureate degree and who does not expect to complete a degree program at Meredith College may register for courses for credit as a non-degree student subject to the following conditions:

a. She must have a high school diploma or a GED and must have completed that program of study at least one calendar year prior to registering at Meredith.

b. She may take a maximum of 11 semester hours in any one semester and a cumulative total of 30 semester hours, unless approval of a different load has been authorized by the Dean of Undergraduate Instruction and Registrar.

Such a student registers in the Office of the Registrar on the opening day of the term.

Any non-degree student who thinks she may eventually wish to seek degree candidacy at Meredith should consult with the appropriate office for information about admission requirements and procedures. The completion of classes at the College does not, in and of itself, assure admission. A traditional-age student should contact the Office of Admissions. A student who is 23 or older should consult the Re-entry Program or the Meredith After5 Program in the Office of Continuing Education.

CONDITION OF ADMISSION

EVERY PERSON ADMITTED TO THE COLLEGE AS A student agrees to the following condition of admission: That Meredith College reserves the right to suspend or to exclude at any time any student whose academic standing or conduct is regarded by Meredith College as undesirable or unacceptable.

ORIENTATION-REGISTRATION

AN ORIENTATION PROGRAM IS PROVIDED PRIOR TO the start of classes for students entering in August. *(See page 37 for a description of the program and page 169 for the date new students are expected to arrive.)* All freshmen and transfer students are expected to take part in the orientation program. Information about this program and the opening of residence halls is sent in the summer to all new students by the Office of Dean of Students.

For students entering in January, the dean of students coordinates an abbreviated orientation program. Information concerning orientation and the opening of residence halls is sent to the student after she is accepted for admission.

Continuing education also sponsors a special orientation each semester for Re-entry students and at the beginning of each session for new Meredith After5 students.

SUMMER SESSION

DURING THE SUMMER, THE COLLEGE OPERATES three three-week terms. *(See page 169 for dates.)* Students accepted for admission to the fall term as well as those previously enrolled at Meredith may attend. Students of other colleges and universities are also welcome. Courses during the summer session are open to any woman who has earned a high school diploma or GED certificate at least one year prior to registering at Meredith College. By attending summer sessions a student can complete her degree program in less than the usual four-year period.

Full information about the summer session may be obtained by writing to the registrar.

FINANCES

Meredith College attempts to keep student expenses at a minimum. The fees detailed on the following pages by no means cover the needs of the College; financial support from many sources enables Meredith to offer its programs at reasonable rates.

The College reserves the right to change its tuition and fees at the beginning of each semester if conditions make the adjustment necessary. Students will be given advance notice of any change to be made. Financial aid is available to students whose needs qualify them for assistance.

The charges to resident students for room and board cover rent for a shared room in a residence hall *(see pages 167-168 for a description of the residence halls),* the cost of three full meals a day for seven days a week in the dining hall, and routine services from the student health center. On-campus residence itself entitles the student to meals in the dining hall so there are no meal tickets.

Each residence hall room is equipped with a telephone. There is no installation charge or additional charge for local telephone service. Long distance service is billed monthly.

Also, each residence hall room is wired for cable television. In addition to providing capabilities for standard residential programming, the system is designed to distribute locally produced Meredith programs on three channels.

TUITION AND FEES

Full-time students include all resident students and others taking 12 or more credit hours. Part-time students are non-resident students taking fewer than 12 hours. Their tuition charges are determined by their course loads.

— Full-Time Students (12-18 credit hours and all resident students)

	Semester	*Year*
Resident students tuition	$3,710	$7,420
Room, board, infirmary	1,785	3,570
TOTAL	$5,495	$10,990
Commuting students tuition	$3,710	$7,420

— Part-Time Students (1-11 credit hours)

Tuition (for credit or audit)	$220 per credit hour

— Additional Course Fees

Credit in excess of 18 hours	$220 per credit hour

Applied Music

Full-time students

1 half-hour lesson weekly	$110
2 half-hour lessons weekly	$220
Class lessons in piano	$ 95
Class lessons in guitar	$ 95
Recital fee	$110

Part-time students (for credit)

Tuition of $220 per credit hour plus the following fees:

1 half-hour lesson weekly	$110
2 half-hour lessons weekly	$220
Class lessons in piano	$ 95
Class lessons in guitar	$ 95
Recital fee	$110

Art

Studio fees vary up to $200 per course to cover expendable materials.

Education

EDU 439 — Student Teaching	$250

Health and Physical Education

Equitation, golf, bowling, scuba diving, lifeguarding, WSI, karate, ice skating, snow skiing, and first aid fees are set at the beginning of each semester.

Social Work

SWK 402-A — Field Experience	$ 75
SWK 402-B — Field Experience	$180

Auditing Courses

Full-time students	no charge
Part-time students	$220 per credit hour

Students from the Cooperating Raleigh Colleges pay the same additional course fees as full-time Meredith students.

Books, gym clothes, and other instructional expenses are not included in the above charges.

— *Resident Damage Deposit*

A Resident Damage Deposit of $50 shall be paid by each resident student at Meredith College. The $50 deposit, minus any charges, will be returned to the student upon graduation or withdrawal from the College.

Deposit funds are held in an escrow account and earned interest is credited to the Meredith College Parents' Association.

— *Special Fees*

Application fee for new students	$25
Application fee for students seeking re-admission	$15
Record evaluation	$ 5
Graduation fee	$50
Transcripts (each)	$ 2

Breakage fee — Students will be billed for unjustifiable damage to college property.

Health services — Resident students are not charged for the ordinary services of the college physician and nurses and/or for the use of the student health center. Service is available to non-resident students for $80.00 per semester.

TERMS OF PAYMENT

— *Payment Schedule*

Advance payment for all entering students $100

Students who are accepted on the Early Decision Plan must make payment on or before December 1. Other new students are required to make this advance payment on or before May 1. For the student accepted after April 21, the deposit must be made within 10 days after acceptance. This payment is not refundable and does not include the non-refundable $25 fee which must accompany the application of each new student.

New students for the spring semester are required to make this deposit on or before December 1. The student accepted for January enrollment after November 21 must make the deposit within 10 days after acceptance. This non-refundable deposit will apply toward fees for the spring semester.

Advance payment for returning resident students....$100

All returning resident students must make this non-refundable deposit during the housing sign-up in the Spring semester. The fee will be credited to the returning student's account.

Payments for tuition, room, and board are due in full on August 1 for the Fall semester and on December 15 for the Spring semester. Payments not received by the due date will result in the cancellation of preregistered classes. Bills will be mailed to the student at her permanent home address approximately two weeks prior to each payment due date. Approved financial aid may be used to offset each of these payments.

Supplementary charges such as course fees, additional hours, and private rooms will be billed and are due on October 31 for the Fall semester and on March 31 for the Spring semester. Unpaid parking fines and other past due charges from the Library and CamTel offices are charged to student accounts and are due when incurred. A student may not preregister for a future semester unless her account is paid in full.

— *Deferred Payment Plans*

Meredith offers two alternate payment plans:

OPTION 1: A student may elect to pay one-half of the semester's tuition, room, and board charges on the due date and the remaining half at mid semester (October 31 for Fall and March 31 for Spring). There will be a $25 service charge each semester for this payment option. This option is elected on a semester by semester basis.

OPTION 2: A student may elect to spread her entire year's tuition, room, and board charges into ten (10) equal monthly payments beginning in July of each year. There is a $50 annual fee for this service which is administered by Academic Management Services, 50 Vision Boulevard, East Providence, Rhode Island 02914 (1-800-635-0120).

— *North Carolina Legislative Tuition Grants*

North Carolina Legislative Tuition Grants are available to legal residents of North Carolina who are full-time students at private colleges and universities in North Carolina. The exact amount of the annual grant can be determined only after the North Carolina

General Assembly makes its biennial appropriation and after the total statewide enrollment of eligible students is known. The grant for 1995-96 was $1,250.

In order to receive a North Carolina Legislative Tuition Grant, the student must complete an annual application form provided at registration or available in the Office of the Registrar. She must be determined an eligible recipient according to the state guidelines and must be certified by the registrar.

— *Withdrawals/Leaves of Absence*

If a student withdraws, is dismissed, or is granted a leave of absence from Meredith before the end of a semester, she is responsible for the following percentage of the full semester tuition:

Up to and including the 5th day of the semester	0%
6th through 10th day of the semester	20%
11th through 20th day of the semester	40%
After 20th day of the semester	100%

Any refund due will be mailed from the accounting office to the student upon receipt of an official withdrawal notification from the dean of students or an official leave of absence notification from the registrar.

The same policy will apply for reduction of credit hours above the 18 hour level and for part-time students who drop or withdraw from courses.

A student is responsible for 100 percent of course fees after the 5th day of the semester.

Board will be credited on the basis of the weekly charge for the number of weeks remaining in the semester following the week of withdrawal.

No credit will be made for room charges.

See page 57 for how to effect an official withdrawal. If a student does not officially withdraw within 60 days of last class attendance, she forfeits her right to any adjustments to her charges.

Students who are receiving financial assistance from federal programs, are enrolled at Meredith for the first time, and who withdraw from Meredith, will have any refund determined according to federal policy. Eligibility for a refund may extend to 60 percent of the semester. Refunds calculated under Federal guidelines will be repaid to the programs from which funds were received in the following order: FFELP loans, federal Perkins loan, federal Pell grant, federal SEOG grant, other title IV assistance, other federal sources of aid, other state, private, or institutional aid, the student.

Other students receiving financial assistance and who withdraw from the College will have their refund calculated as shown in paragraph one under Withdrawals. The funds will be prorated according to their sources (State, Institutional, Student) and repaid to the funds in the sequence shown in the previous paragraph.

Because earnings from a campus job are paid directly to the student during the academic year, this form of aid is not subject to the refund policy.

— *Contractual Agreement*

The preceding statements as to charges and terms of payments are the equivalent of a contract between the College and its students. Neither the president nor the vice president for business and finance modifies these regulations without specific authorization from the Meredith Board of Trustees. A student is not officially registered or entitled to enroll in any class until satisfactory financial arrangements have been made with the business office. Under no circumstances will a student's transcript or diploma be released until her account is paid in full.

FINANCIAL ASSISTANCE

MEREDITH OFFERS A STUDENT ASSISTANCE PROgram designed to help meet the financial need of each student. All students enrolled in degree (undergraduate and graduate or certification) programs are eligible to apply for financial assistance. This includes freshman and transfer applicants, on-campus and commuting students. Although the student or her family is expected to pay for educational expenses as completely as possible, it is the aim of Meredith that no student will be denied the opportunity to attend the College because of financial need.

The assistance program is administered on a need basis without regard to race, creed, national and ethnic origin, age, or handicap. A foreign applicant should consult page 20 for assistance available to students from other countries.

— *Principles and Procedures*

The Need Concept

While acknowledging that students should be recognized for outstanding achievement, Meredith, in general, awards financial assistance to a student on the basis of her analyzed financial need. Need is the difference between what a family can contribute and what the College estimates as a reasonable overall cost for attending Meredith for one year. As the basis for determining need, each year an aid applicant must file a Meredith financial assistance application and a Free Application for Federal Student Aid (FAFSA).

For the on-campus student, the cost of attending includes tuition, room and board, and an estimated $1,520 for miscellaneous personal expenses, including transportation. The educational cost used by the financial aid office in its calculation of need for an on-campus student for 1996-97 is $13,060. For the dependent commuting student living with her parents, the cost of attending includes tuition and an estimated $5,090 for food and miscellaneous personal expenses including local transportation. The total cost used by the financial aid office in its calculation of need for a full-time, dependent commuting student for 1996-97 is $11,160. The average expenditure for books is calculated at approximately $550 per year and is included in our estimate of annual expenses students will incurr at Meredith. Students are responsible for buying their own books and may purchase books and supplies from the campus bookstore, which is provided as a convenience for the students. While students are not required to purchase their books from the college bookstore and may obtain their books from an independent dealer, the bookstore is fully stocked to accommodate the needs of Meredith students. The educational cost for a part-time student or an independent student is determined on an individual basis. Further information about student costs may be obtained by contacting the Office of Financial Assistance.

Application Procedures

All students who wish to apply for any kind of financial assistance should proceed as follows *before February 15 (priority date):*

1. Return a Meredith financial assistance application to the financial assistance office. This form is available from the Office of Admissions or, for the enrolled students, from the Office of Financial Assistance.

2. Complete the Free Application for Federal Student Aid and address as shown on the form. Indicate Meredith as an institution to receive the data by using our code number 002945. The FAFSA may be obtained from the high school counselor or from the college financial aid officer where the student is enrolled.

A freshman candidate who is applying for admission under the Early Decision Plan and who wishes an early decision on financial assistance should file her aid application *before October 15* of her senior year. She will file a Meredith College aid application and CSS PROFILE form, both of which are obtainable from the Meredith Admissions Office. If these forms are received on time, she will be informed about her assistance by November 15. Should she later be named a recipient of one of the competitive scholarships, her award will be revised to reflect this component. Please note that a student who received need-based financial assistance will be required to file a FAFSA by February 15.

An applicant for admission should be aware that although admission must be approved before the financial assistance application can be reviewed, she does not have to be accepted before applying for financial assistance.

Transfer students, in addition to applying for financial assistance, must have a Financial Aid Transcript (FAT) completed by the financial assistance office at all undergraduate schools previously attended even if they have not previously received financial assistance. FAT(s) are available at all college financial aid offices. It is the responsibility of the student to see that the form(s) is/are completed.

An application for financial assistance must be filed each year if the student wishes to receive financial assistance; the form should be filed between Jan. 1 and Feb. 15, for priority consideration. Applications filed after the priority date will be considered as funds allow.

The Award

The financial assistance office evaluates each individual's particular situation and awards the most appropriate package of assistance. Scholarships, loans, grants, and student employment are used, usually in combination, to help the eligible student meet the cost of attending Meredith.

Notification of Awards

All entering students applying for financial assistance, including applicants for competitive scholarships, will be informed of the College's decision by April 1. Students accepted for admission under the Early Decision Plan will be informed of tentative assistance awards by November 15. Returning students can expect notification concerning awards by June 1.

Payment of Award

Scholarships and grants administered by Meredith College will be credited to the student's account on a semester basis. Scholarships received from outside sources will be applied to the student's account as funds are received.

Stafford loan and PLUS loan proceeds will be credited as they are received. Meredith is participating in an electronic fund transfer (EFT) procedure which enables certain lenders to transfer the funds to Meredith without issuing individual checks to students; Meredith will in turn credit the appropriate student's account. The approval/disclosure notice sent from the lender to the student will specify when the funds are to be disbursed to the College. The College will verify the student's eligibility for these funds and apply the funds to the student's account.

Any aid received which exceeds the amount due to Meredith for the semester will be given to the student within 21 days of the credit balance occurring. These funds may be used for expenses related to the student's enrollment, including living and personal expenses.

The accounting office issues monthly checks during the school year to students having campus jobs.

Renewal of Assistance

Once committed to a student in a program of financial assistance, Meredith continues to help her if: 1) her need persists, 2) she applies by the stated deadline, 3) she is making satisfactory academic progress as specified in a statement available in the Office of Financial Assistance. The award may vary from year to year in both type and amount, depending upon funds available and the applicant's need.

Students' Rights and Responsibilities

A student receiving financial assistance has certain rights and responsibilities. For any necessary revision in her current assistance award, a student may request an explanation of the revised award and reconsideration in light of any additional information she can provide. A student has the right to make a similar request in regard to any adjustment in the amount of her award for a subsequent year.

In regard to the responsibilities of a student receiving financial assistance, a full-time student is responsible for advising the financial assistance office if her course load drops below 12 semester hours for any semester covered by the award. A part-time student has the same responsibility if her course load for any semester covered by the award drops below the number of hours specified on her assistance application. Other responsibilities of an assistance recipient include completing all forms and special applications requested by the financial assistance office; reporting to the accounting office on request to endorse vouchers and/or checks and, if applicable, to sign a loan promissory note and to have a loan exit interview before withdrawal or graduation; and fulfilling the obligations described in her job contract if earnings from a campus job are part of her assistance award.

Another area of student responsibility relates to previous enrollment at Meredith or any other college. In order to be eligible for federal assistance programs, a student must not owe a refund on a previously awarded grant or be in default on payments for loans in repayment status. A Financial Aid Transcript from previous colleges attended is necessary before the financial assistance process can be completed.

— *Types of Assistance*

Competitive Scholarships

Meredith College Academic Scholarships

These awards are made available by gifts to endow scholarships to recognize students having superior academic ability, achievement, and promise. Outstanding freshman candidates are selected to receive the awards, which are valued at $3,000 per year. The scholarships are renewable for a total of four years, provided the recipient maintains satisfactory academic progress in a full-time program of study at Meredith College. At least six scholarship awards are available each year for entering freshmen having superior credentials. These awards are made possible through the following endowment funds:

Craig-Davis Honors Scholarship
Hesta Kitchin Crawford Honors Scholarship
Jessie Ball Dupont Scholarship
Durham Corporation Education Endowment Fund
General Hugh B. Hester Honors Scholarship
Paula Green Hester Honors Scholarship
Cleo and Elwood Perry Honors Scholarship
Vida Thompson Williams Scholarship

Julia Hamlet Harris Scholarships

These scholarships are named for Dr. Julia Hamlet Harris, who bequeathed the College her estate with the request that it be used for scholarships for promising and deserving students. Each year 12 scholarships are awarded to outstanding freshman applicants having superior academic credentials. Recipients of these awards are designated as Harris Scholars. Scholarship stipends in this competitive program range from $1,500 to $2,000 per year, depending on the financial need of the recipient.

An applicant for admission who wishes to be considered for a Harris scholarship should file the special Julia Hamlet Harris Scholarship Application in the Office of Admissions by February 15. If she is applying for more than the minimum stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

Finalists in this competition will be invited to the campus on a Friday or Saturday in March for interviews with the faculty selection committee. The selection of the Harris Scholars is made on the basis of scholastic achievement, intellectual promise, and leadership ability.

A Harris Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum quality point ratio of 3.0 (B average) on all courses taken at Meredith.

The continuing Harris Scholar with financial need must file the required forms in the financial assistance office.

Art Scholarships

Eleanor Layfield Davis Scholarship
Ruby C. and Ernest P. McSwain Scholarship
Lois Griswold Outland Scholarship

Each year freshman applicants are selected to receive the Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship on the basis of talent. These scholarships vary from $400 to $1,500 per year.

To be considered for an art scholarship, a student must be accepted for freshman admission to the College. She must file the special Art Scholarships Application in the Office of Admissions and arrange a preliminary portfolio review with the Department of Art by Feb. 15.

On the basis of the portfolio reviews, the department selects finalists who will be invited to participate in a group exhibition and to interview with the art faculty on the campus on a Saturday in March.

The Eleanor Layfield Davis Scholarship, the Ruby C. and Ernest P. McSwain Scholarship, and the Lois Griswold Outland Scholarship are renewable annually, subject to the recipient's being a full-time student pursuing a major in art and maintaining a minimum quality point ratio of 3.0 (B average) on all art courses taken at Meredith College.

Music Scholarships

A.J. Fletcher Scholarship
Robert H. Lewis Scholarship
Music Talent Scholarships
Mary Perry Beddingfield Scholarship

Each year one A.J. Fletcher Scholarship, one Robert H. Lewis Scholarship, three Music Talent Scholarships, and one Mary Perry Beddingfield Scholarship are awarded to freshman applicants with superior talent who plan to major in music. Students in any field of music are eligible for consideration. The A.J. Fletcher Scholarship is for $7,500 per year. The Robert H. Lewis Scholarship is for $2,000 per year. A Music Talent Scholarship varies from $500 to $1,500 per year, according to the recipient's financial need. The Mary Perry Beddingfield Scholarship is for $400 per year.

To be considered for a music scholarship, a prospective freshman must file the special Music Scholarships Application in the Office of Admissions by February 15. If she is applying for more than the minimum Music Talent stipend, by February 15 her parents must also submit a Meredith financial assistance application to the Office of Financial Assistance and a FAFSA.

A student must be accepted for admission to compete for a music scholarship. Selection of scholarship recipients is then based on musical talent, academic ability, previous performance, commitment to the field of music, and potential achievement in the field. On the basis of auditions in the fall or winter, finalists are chosen in late February by the Department of Music, Speech, and Theatre; the finalists are invited to the campus on a Saturday in March for another audition and for interviews with the music faculty.

The A.J. Fletcher Scholarship, the Robert H. Lewis Scholarship, the Music Talent Scholarship, or the Mary Perry Beddingfield Scholarship is renewed annually subject to the recipient's remaining in good standing, being a full-time student pursuing a major in music, and maintaining a minimum quality point ratio of 3.0 (B average) on all music courses taken at Meredith. The continuing music scholar with financial need must file the required forms in the financial assistance office.

Sandra Graham Shelton Scholarship in Interior Design

Meredith College awards each year to an entering freshman one Sandra Graham Shelton Scholarship in Interior Design. The scholarship recipient is determined on the basis of scholarship and potential for success in the field of interior design. The award for the Sandra Graham Shelton Scholarship is $1,275 per year. It is renewed annually, for a total of four years, subject to the recipient's being a full-time student pursuing a major in interior design and maintaining a minimum quality point ratio of 3.0 (B average) in all courses in the interior design program taken at Meredith.

To be considered for the Sandra Graham Shelton Scholarship, a student must be accepted for freshman admission to the College. She must file the separate Interior Design Scholarship application in the Office of Admissions by February 15. Finalists in the competition will be invited to the campus on a Friday in March for interviews with and a review of samples of creative work by the faculty selection committee.

Meredith College Scholarship for Achievement in Writing

Meredith College makes available each year a scholarship for an entering freshman who participates in the state writing contest sponsored by the North Carolina Department of Public Instruction. The winner will be selected from the finalists in the North Carolina Writing Awards Program who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, the college will give primary consideration to the ranking the student achieved in the statewide writing competition. Other factors that will be considered include standardized test scores related to verbal abilities; high school credentials, especially courses and grades in verbal-oriented subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Scholarship for Achievement in Writing is $2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted in a full-time program of study.

Meredith College Scholarship for Achievement in Mathematics

Meredith College makes available each year a scholarship for an entering freshman who is named one of the top 20 female finalists in the State High School Mathematics Contest, sponsored by the North Carolina Council of Teachers of Mathematics and the State Department of Public Instruction. The winner will be selected from finalists in the State Mathematics Contest who plan to enroll at Meredith. To be considered, the student must first apply and be accepted for admission to Meredith. In choosing among the candidates, primary consideration is given to the ranking the student achieved in the statewide mathematics competition. Other factors that will be considered include standardized test scores related to mathematical and quantitative abilities; high school credentials, especially courses and grades in mathematically related subjects; and overall indications of likely performance at Meredith.

The amount of a Meredith College Mathematics Award is $2,000 per year. It is renewable (for a maximum of four years) provided the recipient maintains an overall B average (3.0 G.P.A.) on work attempted at Meredith in a full-time program of study.

Meredith College Transfer Honor Scholarships

Each year two Honor Scholarships are available for junior or community college graduates who have superior academic credentials. Selection will be made on the basis of scholastic achievement, intellectual promise, and leadership ability. Recipients of these awards are designated as Meredith Scholars.

The amount of each Transfer Honor Scholarship is $1,500 per year, without regard to financial need. A Transfer Honor Scholarship is renewable for the subsequent year (total of two years) subject to the recipient's remaining in good standing, being a full-time student, and maintaining a minimum overall quality point ratio of 3.0 (B average) on all courses attempted at Meredith.

North Carolina Teaching Fellows Awards

Winners in the prestigious North Carolina Teaching Fellows Program, a statewide competition for prospective teachers, may use the award at Meredith to prepare for a career in teaching. In addition to the $5,000 per year scholarship/loan provided by the State, Meredith will coordinate additional scholarships and grants, including the NCLTG, to match the stipend received from the State Teaching Fellows award. Additional assistance up to the full estimated cost of attending is available if the student has financial need.

To apply for a Teaching Fellows Award — a "forgiveness loan" which is a scholarship if the recipient teaches in a North Carolina public school for each year she received the award — a North Carolina student must do the following:

1. By the stated deadline for the program, file the special Teaching Fellows Program application, which is available in the guidance office at the high school. If Meredith is the student's choice, it must be listed on the application.
2. Provide all information requested in the application instructions and participate in any required interviews. At both the local and regional levels, interviews with a screening committee will be part of the selection process.
3. File a Meredith College Financial Aid Application and the FAFSA by February 15.

To use a Teaching Fellows Scholarship/Loan at Meredith, the student must apply and be accepted for admission to the College and be selected for participation in Meredith's Teaching Fellows Program. Teaching Fellows awards are renewable for each year provided the student meets all Teaching Fellows Program requirements. These include maintaining a Meredith G.P.A. of 2.50 and an overall G.P.A. of 2.50, pursuing a program leading to teacher licensure, participating in required curricular and co-curricular activities, and completing a minimum of 15 semester hours of honors work.

General Scholarships

Meredith provides a number of general scholarships for entering and continuing students with financial need.

North Carolina Contractual Scholarships

North Carolina Contractual Scholarships are available to eligible students through funds appropriated by the North Carolina General Assembly for students attending private colleges and universities in the state. For a student to be eligible, she must be a legal resident of North Carolina and have financial need. Because the awards are based on need, the scholarship stipends vary.

Acteen Studiact Scholarships

This scholarship program is available to North Carolina students who have advanced in the achievement plan of the Acteen missionary organization of Southern Baptist churches. The scholarship is for $200 to $400 per year, depending upon the Acteens achievement level the student has obtained.

Studiact Level of Achievement	*Per Year Value*	*Four-Year Total Value*
Queen or Service Aide	$200	$ 800
Queen with a Scepter	$250	$1,000
Queen Regent	$300	$1,200
Queen Regent in Service	$350	$1,400
Service Aide	$400	$1,600
State Acteen Citation	$450	$1,800

Applications are available from Director of Acteens, Baptist State Convention of North Carolina, P.O. Box 26508, Raleigh, NC 27611-1107.

Missionary Allowance

A junior or senior certified by her local church as one planning to be a missionary will receive an allowance of $100 on her expense for the year.

Endowed Scholarships and Loans

Friends of Meredith have provided funds to establish a number of endowed scholarships and loans. In many cases donors have made specific restrictions affecting the awards. The scholarships, which are awarded annually, are normally used in conjunction with other forms of assistance. The loan funds are used as needed for meeting financial need. Scholarships and loans are administered as a part of the Financial Assistance program and students do not apply for a specific scholarship or loan.

Earnings from the following funds are available for loan purposes:

The Elizabeth Avery Colton Loan Fund
The Louis M. Curtis Loan Fund
The Dr. and Mrs. O.S. Goodwin Loan Fund
The Mabel L. Haynes Loan Fund
The Betty Hewlett Hurst Loan Fund
The John W.M. Hicks Loan Fund
The Mr. and Mrs. John Billingsley Ingram Loan Fund
The Henrietta S. Jarman Loan Fund
The Edna Tyner Langston Loan Fund
The Masonic Loan Fund
The Helen Josephine Neal Loan Fund
The Old Student Loan Fund
The Olive Chapel Loan Fund
The William H. Reddish Loan Fund
The Ada Middleton Stanback Loan Fund
The W.A. Thomas Student Loan

The following scholarships are also available:

George L. Alden Trust Teaching Scholarship
James Larkin and Iona Mae Ballou Trust
Dr. J.T.J. Battle Scholarship
Mary Perry Beddingfield Music Scholarship
Louise McComb Bennett Scholarship
Amorette Bryant Bolton Scholarship
Fred C. and Irene Bonhardt Scholarship
Annie and John Bostic Scholarship
Branch Banking & Trust Scholarship
Charles Brewer Scholarship
Love Bell Brewer Scholarship
Margaret Highsmith Brown Music Scholarship
James E. and Mary Z. Bryan Scholarship
Maude Bunn Scholarship
Ruth Deaton Burnett Scholarship
Ernest F. Canaday Mathematics Scholarship
Mrs. Earl N. Carr Scholarship
Z.M. Caveness Scholarship
Centura Bank Scholarship
Jackie R. Chamblee International Student Scholarship
Helen J. Clancey Memorial Scholarship
Class of 1932 Scholarship
Class of 1934 Scholarship
Class of 1938 Scholarship
Class of 1939 Scholarship
Class of 1944 Scholarship
Class of 1945 Scholarship
Class of 1952 Scholarship
Class of 1957 Scholarship
Class of 1964 Scholarship
Class of 1967 Scholarship for International Studies
Class of 1972 Scholarship
Class of 1990 Scholarship
Edwin S. and Goldie Coates Scholarship
Isabelle Coleman Scholarship
James L. "Hap" Collier Scholarship
Norma Baker Cook Art Scholarship
Beulah Rimmer Craig Scholarship
Barham and Bertha Langdon Creech Scholarship
Iris Culler Creech Scholarship
Roger H. Crook Scholarship
Anne C. Dahle Scholarship
Katherine Gene Davenport Dapore Scholarship
Essie Dale Hunter Dickson Scholarship
Beatrice E. Donley Scholarship
Elizabeth James Dotterer First Family Scholarship
Durham Corporation Education Endowment Fund
Phyllis Edwards Scholarship
Lucille Lawrence Ellis Scholarship
Myrtle Hart Farmer Scholarship
Farrior Sisters Scholarship
Lucy Teague Fassett Scholarship
Dr. James Grady Faulk First Family Scholarship
First Citizens Scholarhips
First Union Scholarship
Fisk-Rose Scholarship
Foreign Language Scholarship
Jane Renn Frazier Scholarship
Nannie S. Gaddy Scholarship
Katherine Papadakis Georgallis Scholarship

GlaxoWellcome Women In Science Scholarship
Barbara Lyons Goodmon Scholarship
Goodwin Girls First Family Scholarship
Wense & Marion Grabarek Scholarship
Lillie Grandy Scholarship
Mae Grimmer Scholarship
Carolyn and Frank Grubbs Scholarship
Addie Jones Hall Scholarship
The Reverend Romulus F. and Bessie S. Hall Memorial Fund
Fuller B. Hamrick Scholarship
Laura Weatherspoon Harrill Scholarship
M. Elizabeth Harris Scholarship
Shearon Harris Graduate Scholarship
Mattie Jenkins Henderson Scholarship
Ruth Hilliard Hensley Music Scholarship
History and Politics Scholarship
Ella Greenwood Holcomb Scholarship
Ruth Tucker Holleman Scholarship
M.A. Horner Scholarship
Mabel Andrews House Scholarship
Nannie Willis Hunter Scholarship
Catharine Watkins Isaacs Memorial Scholarship
Catharine Margaret Inez Watkins Isaacs First Family Scholarship
Hattie McCauley and Arthur James Scholarship
Frances P. Jennings Scholarship
Guion Johnson Scholarship
Mary Lynch Johnson Scholarship
Moses S. Jones Scholarship
Ione K. and Thomas B. Knight First Family Scholarship
William W. Lawrence Scholarship
Ida Belle Ledbetter Scholarship
Rebecca Jean Morris Lewis Scholarship
Robert H. Lewis Scholarship
Margaret Hine Linville Scholarship
Mabel Claire Hoggard Maddrey Scholarship
Mangum Scholarship
Gail Newton Martin Scholarship
Mr. and Mrs. W.H. Matthews Scholarship
Anna Elizabeth Liles Maynard Scholarship
Quentin Oliver McAllister Scholarship
Mona Blevins McGilvray Scholarship
Wilma L. McCurdy Scholarship
Mary Mac Stroud McLean Scholarship
Ralph McLain Memorial Award
Margaret Mason McManus Scholarship
Charles E. Merrill Scholarship
Emma Bronson Miller Scholarship
Everett Miller Teaching Scholarship
Charles S. Mitchell Scholarship
Mull-Jackson-Mellette First Family Scholarship
NationsBank Scholarship
Margaret Grayson Nelson Scholarship
First Baptist Church New Bern Scholarship
Jennie Reid Newby First Family Scholarship
Nancy Newlin Memorial Scholarship
Mary Crawford Norwood Scholarship
Marguerite Warren Noel First Family Scholarship
Lois Griswold Outland Scholarship
Gladys Blaylock Page First Family Scholarship
Margaret Faucette Parker Music Scholarship
Elizabeth Fleischman Patrick Scholarship
Perry-Harris Scholarship
Carolyn Peacock Poole Scholarship
Virginia Branch Pope Scholarship
Ida Poteat Scholarship
Theodore Presser Scholarship
Helen Price/Kappa Nu Sigma Scholarship
Thomas B. Pruitt Scholarship
Carlton Sylvester Prickett Scholarship
Public Service Company of North Carolina Scholarship
Oliver Davis Revell Scholarship
Z. Smith Reynolds Scholarship
Virginia Lancaster Robertson Scholarship
Royster-Parker Scholarship
Ellen Amanda Rumley Memorial Scholarship
Alice Goodman and Daniel Satisky Scholarship
Dorothy Hunt Sides Scholarship
Janie Green Shearin First Family Scholarship
Sandra Graham Shelton Scholarship
Ruth F. Singleton Scholarship
Louise Shingleton Shivers Scholarship for Creative Writing
Theola R. Stewart First Family Scholarship
Viola Jones Strickland Scholarship
Oliver Larkin Stringfield Scholastic Fund
Jane Watkins Sullivan Scholarship
Emma Barber Towler Memorial Scholarship
Lucretia Dean Vick Travel Award
Irving H. Wainwright First Family Scholarship
Irving H. Wainwright Scholarship
Robbie Hedrick Walker First Family Scholarship
Martha Medlin Wardlaw Scholarship
Marion Fiske Welch Scholarship
Wescott-Daniels Memorial Scholarship
Cecile Ward White Scholarship
Lettie Pate Whitehead Scholarship
Martha McKeel Whitehurst Scholarship
Duvall Williams Scholarship
Lena Mae Williams and Lena Stone Williams Music Scholarship
Vida Thompson Williams Scholarship
Ruth C. Wilson Scholarship
Annie C. Womble Scholarship
Clara Young Woodall Scholarship
Wyford Scholarship
Lucile Ward Yarbrough Memorial Scholarship

Campus Employment

A variety of on-campus jobs are available as a financial assistance resource. For the recipient, the estimated earnings are included in her assistance award. Monthly compensation is paid directly to the student.

Federal Assistance Programs

In addition to its own programs of financial assistance, Meredith offers assistance through the federal programs listed below. Recipients of these programs must be U.S. citizens or permanent residents of the U.S., must be enrolled as degree-seeking students, and must be making satisfactory progress toward graduation.

Federal Pell Grant

These federally sponsored grants are available to eligible students attending approved post-secondary institutions. The amount of a student's grant is determined on the basis of her own and her family's financial resources.

No separate application is required as the Free Application for Federal Student Aid (FAFSA) serves as the application when it is properly completed. Following an analysis of the FAFSA a Student Aid Report (SAR) is sent to the student. The student should send the SAR to the Meredith Financial Assistance Office regardless of her eligibility.

Federal Supplemental Educational Opportunity Grants

These grants have been established by the federal government to assist students with analyzed financial need. Priority must be given to students receiving Pell Grants.

Federal Perkins Loan

This program, funded by the federal government and administered by Meredith, makes available low-interest loans to students with financial need. A student is obligated to repay the loan with interest within a 10-year period. Repayment begins nine months after graduation, at termination of study, or at reduction to less than half-time study.

Federal Work-Study Program

Many of the students assigned to campus employment are participating in the federally sponsored Federal Work-Study Program.

Federal Subsidized Stafford Loan Program (formerly Guaranteed Student Loan)

Under this program, a student may be eligible to borrow as much as $2,625 for the first year of college, $3,500 for the second year, and up to $5,500 for the third and fourth year. The federal government will pay interest on the loan while the student is in school. Repayment of principal and interest will begin six months after the student graduates or ceases to be enrolled in college at least half-time. Any student attending Meredith may obtain an application by contacting the Office of Financial Assistance.

Unsubsidized Federal Stafford Loan

This is a program open to students who may not qualify for or may qualify for only a partially subsidized Federal Stafford Loan as described in the preceding section. The same terms and conditions apply as in the subsidized Federal Stafford Loan program except that the student is responsible for the interest that accrues while she is in college.

PLUS Loans

Parent(s) of dependent students may borrow through the PLUS program. Under this program there are no income restrictions, however, the borrower must not have an adverse credit history.

Parent(s) of a dependent student may borrow up to the cost of education minus any financial assistance. Applications and details are available from College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605.

North Carolina Legislative Tuition Grants

This entitlement grant is available to legal residents of North Carolina enrolled as full-time undergraduates attending in-state private colleges or universities. If a student receives financial aid, this grant is part of her award. The amount of the grant for 1995-96 was $1,250. A student must complete an annual application in the Office of the Registrar in order to receive this grant. *(See page 27.)*

North Carolina Student Incentive Grants

These grants are funded by federal and state appropriations to assist full-time North Carolina students with substantial financial need. They are administered through the College Foundation, Inc., P.O. Box 12100, Raleigh, NC 27605. To apply, the student must complete the FAFSA form which gives permission to send data to the State agency.

Vocational Rehabilitation

Financial assistance for attending college is provided by the State of North Carolina for residents of North Carolina who are physically handicapped. For additional information write directly to the North Carolina Vocational Rehabilitation Division, State Department of Public Instruction, Raleigh, NC 27611.

Veterans' Benefits

The family situation of some students may entitle them to receive benefits under this program. Information may be obtained from the local agency.

Prospective Teachers

Consult your high school guidance counselor for information and applications for the following programs:

N.C. Teaching Fellows Awards
N.C. Prospective Teacher Scholarship

Out-of-State Programs

Non-North Carolina residents should contact their State Education Assistance Authority for information regarding grants and other assistance for which they may be eligible.

STUDENT LIFE

THE QUALITY OF STUDENT LIFE AT MEREDITH is important to the Meredith community. The College has a strong commitment to a total education which integrates academic and extracurricular experiences to further a student's personal and intellectual growth. Supporting the concept of an enriched student life program, the College provides creative residence-life and commuter programs, avenues for developing leadership skills, and opportunities for full participation in campus and community affairs. The College is also concerned with an integrated liberal arts approach to increasing the student's awareness of her global citizenship and her involvement in social and political affairs.

Especially exciting about student life at Meredith is the opportunity — and the responsibility — students have in creating and implementing activities of the College. In addition to the contributions they make to their various organizations, students are fully involved in college committees that consider academic programs, instructional matters, and cultural events as well as student life issues and student self-governance. To lend encouragement and support to student life, the College provides a variety of services and trained personnel through the Division for Student Development: including dean of students; residence directors; commuter life; campus ministry; counseling; student activities and leadership development; career center; community resources; academic success seminars; first year experience; orientation; international programming; and social, recreational, and cultural events.

STUDENT ORIENTATION

AN IN-DEPTH AND DIVERSE PROGRAM OF ORIENTATION for new students and their families takes place before classes start in August, and an abbreviated program is arranged for students entering in January. Included in the August orientation program are discussions on various phases of college life, placement tests, registration, instruction in the use of the library, and social events such as picnics and dinner in faculty homes. Through these and other activities, the orientation period provides opportunities for students to meet classmates, faculty advisers, campus leaders, and student development staff. There are also opportunities to identify college officials and their roles and to learn about student services and resources.

The *Student Handbook* is reviewed to help the new student learn about campus life at Meredith. Orientation sessions continue in small groups throughout the new student's adjustment to college and the community.

CULTURAL AND SOCIAL ACTIVITIES

BELIEVING THE CULTURAL AND SOCIAL LIFE OF THE campus to be crucial to the total development of the student, Meredith incorporates a variety of events into the college calendar. The Convocation Committee and other sponsoring organizations bring outstanding artists, lecturers, and performers to Meredith to enhance the College's academic program. Among the many such personalities Meredith students have heard in recent years are Dr. Alex Haley, author of *Roots*; the Hon. Jimmy Carter, former President of the United States; Dr. Jane Goodall, writer and world authority on primate behavior; Supreme Court Justice Sandra Day O'Connor; the late syndicated columnist Erma Bombeck; and United States Congresswoman Patricia Schroeder (D-Colorado).

Touring drama, music, and dance companies such as The Academy Theatre, The National Opera Company, and the Liz Lerman Dance Exchange also have delighted Meredith audiences with their presentations. In addition to Meredith's efforts to attract renowned people, a variety of cultural societies in Raleigh brings talent to the area. Also, Meredith College has a strong focus on dance instruction and performance with recitals each year such as the Bill Evans Dance Solo Performance and other Meredith student, faculty, and guest performances.

Meredith students also perform in the Raleigh area and on tours. The Meredith Chorus, Meredith Chorale, and Encore, appear in concert regularly throughout the college year, and winners of the Meredith Concerto Competition appear with the Raleigh Symphony Orchestra. The *Meredith Performs* series offers students with interests in music, drama, and dance opportunities to acquire practical experience both in production and on stage. Recent offerings in the series have included *Seagirl, Meet Me in St. Louis, Ellen Foster, Win/Lose/Draw,* a Christmas concert, and a spring dance concert.

The art exhibition program brings a dozen or more visual artists to the campus each year. Their work can be viewed in the Frankie G. Weems Art Gallery in the Gaddy-Hamrick Art Center or in the Rotunda Gallery of Johnson Hall.

The Meredith Entertainment Association brings a variety of bands and other entertainers to the Meredith campus. A number of the College's activities sponsored by various student organizations help create Meredith traditions. Through the hilarity of Cornhuskin' and the dignity of formal occasions such as the Honor Code Ceremony, campus traditions help foster a spirit of community. Furthermore, Meredith's proximity to other colleges in Raleigh, Chapel Hill, Durham, Greensboro, and Winston-Salem, offers availability to a host of cultural and social activities.

STUDENT HONORS

HONORS ARE BESTOWED IN VARIOUS WAYS BY Meredith in recognition of outstanding achievement. Kappa Nu Sigma, founded at Meredith in 1923, has as its aim the promotion of scholarship at Meredith by recognizing academic excellence. Admitted on the basis of scholastic standing, students may become associate members during their junior year and full members their senior year. Silver Shield, organized in 1935, is an honorary leadership society. Members are selected from the junior and senior classes on the criteria of constructive leadership, service to the College, and academic achievement. Outstanding freshmen are eligible for induction into Alpha Lambda Delta, freshman honor society. Who's Who in American Colleges and Universities recognizes seniors who distinguish themselves as scholars and campus leaders. The Dean's List, the Honors Program, and a degree with distinction also recognize academic achievement. A degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the conditions described on pages 45-46.

Honorary societies affiliated with national or international professional societies that offer membership to outstanding students in specialized areas include Psi Chi for psychology students, Phi Alpha Theta for history students, Sigma Alpha Iota and Pi Kappa Lambda for music students, Delta Mu Delta for business students, Beta Beta Beta for biology students, Kappa Omicron Nu for human environmental sciences, Alpha Kappa Delta for sociology, Alpha Delta Mu for social work, Sigma Delta Pi for Spanish, Pi Delta Phi for French, and Pi Mu Epsilon for mathematics students. Students who have achieved academic excellence are recognized for academic achievement and other accomplishments by various departments and clubs on Academic Awards Day each spring. Student leaders who have excelled are recognized on Leadership Awards Day, also held annually in the spring.

STUDENT RESPONSIBILITY

THE FAITH THAT MEREDITH PLACES IN HER STUdents as responsible, contributing members of the college community dates back to the first years of the institution. The establishment of a student government association in 1905 is early evidence of this confidence, and the more recent trend to allow more academic and extracurricular matters to be directed by the students' sense of responsibility further reflects this attitude. While there are some policies that the College must make explicit, students largely accept responsibility for student government and student life and for the success of campus organizations and activities. In addition, they contribute to overall policy decisions, as they have voting representation on nearly all college committees.

— *Honor System*

The Honor System is the clearest example of student responsibility. Founded on the premise that dishonesty has no place at Meredith, the system demands personal integrity of each student. The Honor System, through the spirit of community it engenders, encourages the freedom and trust essential to intellectual growth and maturity.

Its operation entrusted to the student body, the Honor System depends on each student's belief in the principles underlying the system and on her insistence that it work. Each student is personally responsible for her own conduct and for her obligations to the community. If a student breaks a regulation, she is expected to keep faith with her fellow students by reporting herself to student leaders. If she is aware of a violation by another student, she should call this violation of responsibility to the attention of that student.

STUDENT GOVERNMENT ASSOCIATION

ALL STUDENTS ARE RESPONSIBLE FOR THE SELF-governing operations of Meredith under the Honor System. Therefore, all students are members of the Student Government Association. Its ultimate purpose is to promote individual responsibility to the Honor System, but the Student Government Association also seeks to involve all students in the academic and social life of the College.

In addition to its president, the leadership of the Student Government Association is composed of the Senate, Honor Council, Student Life Committee, Elections Board, Association of Meredith Commuters, Residence Hall Board, and Women in New Goal Settings. An executive committee is composed of the student government president and representatives from each board.

— *Student Regulations*

Through the Student Government Association, students make their own regulations pertaining to student life. In keeping with the spirit of Meredith, student and faculty committees confer with the SGA on matters of student concern. Regulations deemed necessary for the well-being of the student are explained in the *Student Handbook*, sent to all entering students in the summer prior to matriculation in August.

— *Student Life Committee*

With campus-wide representation, the Student Life Committee works to enhance the quality of student life at Meredith. The function of the committee is to direct attention and study to the concerns and the well-being of the students; to give consideration to social, cultural, academic, spiritual, recreational, and health needs of the students; to study and review student organizations; and to review all student regulations.

STUDENT ORGANIZATIONS

STUDENT-DIRECTED ORGANIZATIONS ARE ANOTHER means of enriching the Meredith experience. Involvement in these groups provides students with hands-on experience which can enhance what they learn in the classroom. Students are encouraged to find areas of involvement that are commensurate with their talents, interests and abilities. Meredith students can choose from over 82 student organizations in which to participate. Within these organizations students can serve in a variety of leadership positions and gain valuable skills that will be useful in future careers. For example, three college publications are produced by students. *The Herald,* the student newspaper, is published each week for the purpose of communicating information and voicing student opinion. *The Acorn,* the campus literary journal, encourages creativity among the students and is published annually. The college yearbook is titled *Oak Leaves* and is published each fall.

Students may choose to join student government, student publications, programming associations, service organizations, classes, clubs within major departments, honor societies, and religious associations. Students are responsible for coordinating many of the socials, forums, and service projects on campus and for the overall effectiveness of these organizations. For more information, contact the Office of Student Activities and Leadership Development.

— *Societies*

Two societies on the Meredith campus exist as voluntary social and service organizations. Although originated as literary societies, the Astrotekton and Philaretian societies now work with agencies such as the Governor Morehead School and the Cerebral Palsy and Rehabilitation Center, as well as with the coordination of social activities on the campus. At their regular meetings, the societies organize a variety of student projects and activities.

RELIGIOUS LIFE

AS A REFLECTION OF MEREDITH'S CHRISTIAN HERitage, the College seeks to reinforce the student's development both intellectually and spiritually. Therefore, the religious life of Meredith is crucial to its overall program.

The College provides several services which affirm the value it places on the religious dimensions of students' lives. One such service is provision of the Christina and Seby Jones Chapel as the primary site of campus worship services. The chapel also offers meeting rooms, a reading room, a meditation room for private worship, and office space for the Campus Minister. The Campus Minister is available to the college community for conversation or counseling pertaining to religious questions, religious vocations, or personal problems.

The Wednesday worship services are an integral part of campus life and contribute to the spirit of the community as well as to campus spiritual life. The 10 o'clock hour on Wednesdays is reserved for voluntary worship services. Other important activities in the religious life of the College are the Staley Distinguished Christian Scholar Lecture Series, the Mary Frances Preston Lectures in Biblical Studies, the Jo Welch Hull Lectures in Christian Life, and the Mary Stowe Gullick lectures in Christian Ethics. Each of these annual events brings scholars to the campus to address pertinent matters of faith and to talk with the students and faculty.

The religious activities of the students are under the general direction of the Meredith Christian Association (MCA) and the Campus Minister. The association seeks representatives of all faiths and denominations to serve on its council. It offers students opportunities for local ministry projects, study groups, programs, recreation, worship, conferences and retreats, and summer missions.

RECREATION

MEREDITH OFFERS A VARIETY OF RECREATIONAL activities for students. The Weatherspoon Physical Education-Dance Building provides excellent facilities for curricular and extracurricular sports activities, with court space for games such as basketball, volleyball, and badminton. The Weatherspoon Building also has an indoor swimming pool and a dance studio. The Margaret Weatherspoon Parker Fitness Center is available for use by Meredith students. Outdoor facilities include six lighted tennis courts, an archery range, a putting green, a driving range, a soccer field, and a softball diamond. The Meredith Recreation Association coordinates organized intramural activities along with other special recreational events.

INTERCOLLEGIATE ATHLETICS

MEREDITH SPONSORS FIVE INTERCOLLEGIATE sports including basketball, soccer, fast-pitch softball, tennis, and volleyball. Students may participate on one or more athletic teams.

The organization and activities of the intercollegiate athletic program are administered by the Department of

Health, Physical Education, and Dance — an academic department under the Vice President and Dean of the College. Meredith is an active member of the National Collegiate Athletic Association (NCAA) and adheres to its procedures and policies and endeavors to uphold the operational goals of the College.

As a member of NCAA Division III, Meredith offers no athletic scholarships. Enjoyment and love of the sport, as well as team membership, serve as primary motivators for participation. Athletes follow the same academic requirements and standards as other students; academically, they must be in good standing with the institution, be full-time students, and follow all rules of the NCAA.

Student athletes will be amateurs in their sport and conduct themselves with integrity and good sportsmanship. Their behavior will, at all times, reflect the high standards of honor and dignity that characterize participation in competitive sports in the collegiate setting. Of primary concern to the intercollegiate athletics program is the welfare of the student athletes. Administered by an academic department of the College, the athletic program maintains the same high standards required of all departments and the same commitment to the education and personal development of student athletes.

RESIDENCE

EIGHT RESIDENCE HALLS ARE AVAILABLE FOR ON-campus housing. Attractive and comfortable, most rooms are arranged in suites of two with adjoining baths. All residence halls are air-conditioned; the newer residence halls are completely carpeted. Each room is equipped with internet and e-mail access, cable television, and telephone.

Freshmen are usually assigned to Carroll, Stringfield, Brewer, and Vann Residence Halls, and transfer students to the various residence halls, depending on academic classification and the location of available spaces. Any preference for roommate and hall should be made to the director of residence life by early summer. Preferences are honored whenever possible. Housing assignments are usually mailed to new students in the latter part of July.

Upperclass students serving as resident assistants live on each freshman floor. Their responsibilities include informal guidance of the freshmen on their respective halls. Upperclass students also serve as resident assistants in the other residence halls. Two residence directors live in the freshman residence halls, and four other residence directors live in the upperclass halls.

Campus residence halls are a living/learning environment which provide a supportive community for student development. Traditional-age students are encouraged to take advantage of the opportunity for building friendships, developing interpersonal and communications skills, and participating in programs and activities that are part of the residential living experience.

- Freshman and sophomore students under the age of 23 must live in the residence halls or reside with their parents, husbands, or (with special permission) another close relative. Freshman and transfer students who enter the College over the age of 21 may apply to live off campus. Housing contracts are for the entire academic year (Fall and Spring semesters).
- Continuing juniors and seniors with at least a 2.0 GPA may apply to live off campus by a designated deadline in February. Late applications are not accepted. Students must have at least 60 hours or have resided four semesters in the residence halls. Off-campus approvals are determined before students pay the on-campus housing deposit and make room selections for the next year. Transfer students who meet established eligibility requirements as stated on the transfer application for admission may apply as commuting students under the off-campus housing option. Juniors and seniors should note that housing contracts are for the entire academic year (Fall and Spring semesters).
- Campus housing is available to undergraduate students under the age of 23. Housing is not available to students 23 or older unless they entered Meredith prior to the age of 21 and are completing a continuous undergraduate four-year program. Students who enroll between the ages of 21 and 23 may submit a request for an extension of on-campus accommodations to the director of residence life for consideration. International students, 23 or older, enrolled in an undergraduate degree program may request special consideration for on-campus housing.
- Students interested in housing during summer terms must check with the Office of Residence Life for housing options and stipulations.
- On-campus students have the cost of health services and meals in the dining hall included in their payment for room and board. Students who live off campus must pay a health fee in order to receive services from the Health Center. Students who live off campus must pay for any meals eaten in the dining hall.
- Residential policies will be reviewed annually.

— *Commuter Student Life*

Commuter students enjoy a variety of programs planned throughout the year to meet the needs of those who commute to campus each day and to assist them in becoming part of the total campus community. Lounges on the second floor of Cate Center provide space for commuter student rest, study, and relaxation. Cate is a center of commuter student activity and communication since there are mailpockets, telephones, computers with e-mail access, and a bulletin board for students to receive information and announcements about important events.

Food is available in the snack bar, the Bee Hive, and vending areas of Cate Center. Belk Dining Hall also serves as a convenient source of food for both commuter and resident students.

COMPUTER SERVICES

A CAMPUS-WIDE NETWORK PROVIDES E-MAIL, Internet access, and ALIS (Library Computer System) access. All academic buildings, all residence halls, and most other campus buildings are part of the campus network.

There are three computer laboratories. The labs are located in Harris, Joyner, and Ledford buildings. Each lab houses twenty 486-based computers and 20 ink jet printers. All lab computers are part of the campus network. Word-processing software is available in every lab. Each lab contains a variety of other software packages. Other smaller computer labs are located in several of the classroom buildings.

Each residence hall and the study area in Cate Center has a group of computers connected to the campus network. All residence hall rooms are wired for access to the campus network.

Meredith College has a gopher on Internet at gopher.meredith.edu. The Meredith home page is located at www.meredith.edu/meredith/.

HEALTH CARE

HEALTH CARE IS UNDER THE GENERAL DIRECTION of the director of health services. The Health Center is served on a regular basis by two local physicians with registered nurses on duty ftom 7:00 a.m. to 11:00 p.m. Monday through Thursday, and 7:00 a.m. to 7:00 p.m. on Friday. The college physicians have designated office hours in the Health Center when students may see them. Only minor illness and emergencies are treated in the Health Center. Major illnesses are referred to specialists located off campus. The physicians and nurses seek to prevent illness by informing students about good health practices.

COUNSELING

— *Career Planning*

The Meredith Career Center, located in the Park Center, offers vocational counseling to students who are undecided about their courses of study or career plans and to those preparing for access to a career field. Information is available on employment, interviewing, preparation of resumes, occupational outlook, salaries, and other concerns of a vocational nature. Vocational interest tests may be taken if needed. A for-credit career planning seminar, open to all students, is offered during the fall and spring semesters. Campus recruiting, resume referral services, and graduate school and career fairs help seniors as they begin to implement their plans for graduate study or careers.

— *Academic Advising*

The College provides guidance to students in the planning of their individual academic programs. See pages 52-53 for further details.

— *Personal Counseling*

Professional counselors are available on campus to talk confidentially with any student who has a personal concern of any kind — social, emotional, or academic. In addition to this service, the counselors also have information about available off-campus resources. Students are encouraged to call the counseling office at any time or to stop by during office hours to schedule an appointment. Counseling Center offices are located on the first floor of Carroll Health Center.

— *Counseling Center*

The Counseling Center offers individual and group counseling to students with concerns of any kind — social, emotional, or academic — with counselors who are degreed and licensed. All counseling services are ***free*** and ***confidential.*** In addition to counseling services, The Counseling Center offers Learning Disability and A.D.D. consultation, psychological consultation, and general referral services. Staff also coordinates an outreach program, often with Peet Educators as facilitators. The center also houses a small resource library for students and staff. Students are encouraged to call the counseling office at 829-8427 anytime or stop by between 8:00 a.m. and 5:00p.m. to make an appointment. The Counseling Center is located on the first floor of Carroll Hall.

— *Freshman Discovery Series and First-Year Experience Class*

All freshmen are expected to attend Freshman Discovery twice during the fall semester. These sessions help students cope with issues that may arise while they are in college. In addition, freshmen are encouraged to enroll in a section of the First-Year Experience class (IDS 942), intended to help each participant make a successful transition to the academic and personal demands of life as a college student.

ACADEMICS: PROGRAMS AND REGULATIONS

MEREDITH OFFERS THREE UNDERGRADUATE degree programs: Bachelor of Arts, Bachelor of Science, and Bachelor of Music. The Bachelor of Arts is a broad-based degree that offers a liberal education with majors available in 15 academic departments of the College. The Bachelor of Science degree is more specialized than the Bachelor of Arts degree but is firmly based in a general studies program which includes substantial experience in the humanities, fine arts, and social sciences. General education requirements are identical for the Bachelor of Arts degree and the Bachelor of Science degree. Students who major in the departments of biology and medical technology, business and economics, chemistry, or mathematics, may choose either the Bachelor of Arts or the Bachelor of Science. The Bachelor of Science in Nursing Transfer Curriculum is designed for the registered nurse who is seeking preparation for the professional level. The Bachelor of Music with a major in applied music or music education is a professional degree which is built on a liberal arts base and is intended to prepare the student for a career in teaching and performance. A licensure program for teaching is available in conjunction with all appropriate majors.

The College also offers graduate degrees in business, elementary education, and music: the Master of Business Administration, the Master of Education, and the Master of Music. These degrees are designed to provide professional competence in the workplace. Complete information is contained in a graduate catalogue available in the graduate school office. The College also offers a post-baccalaureate Legal Assistance Program and a Graduate Nutrition Certificate.

CHOICE OF CATALOGUE

THE CATALOGUE FOR THE YEAR IN WHICH A STUDENT enters Meredith is the catalogue which governs the degree requirements during her period of residency. She may elect to follow the degree requirements listed in any subsequent catalogue in force during her period of residence. A student who is approved for re-admission to the College after an absence of more than a year will comply with the requirements either of the catalogue under which she is readmitted or those of a subsequent catalogue. Exceptions may be necessary in order to conform with standards of outside accrediting agencies.

DEGREE PROGRAMS

— Requirements for All Degrees

The curriculum is arranged by courses with each course quantitatively evaluated according to the semester hour system and a four-point system of quality points. A candidate for the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music must complete at least 124 semester hours with a quality point ratio of at least 2.0 on (1) all courses attempted, (2) all courses attempted at Meredith, and (3) all courses attempted at Meredith in her major subject(s).

— Requirements for the Bachelor of Arts and Bachelor of Science Degrees

Meredith College is committed to the education of the whole person. Therefore, basic requirements for all students are designed to encourage the full development of the various capacities for human knowledge—sensing, feeling, and thinking. Courses in the arts, sciences, and humanities are required of all students as essential to a liberal education that is dynamically related to traditional knowledge, values, and insights, and to the demands of a changing age. These courses are divided into four areas which expose the student to a broad distribution of human knowledge and to different modes of learning about herself and her world. In addition, every student must study in depth one specific area of human knowledge and must, therefore, fulfill requirements for one of the majors listed on pages 44-45.

General Education Requirements

Each student should examine human values and continue the lifelong process of developing her own beliefs about the meaning of existence in relation to herself, to others, and to God. She should encounter the great creative achievements of humankind and discover those values which are for her most essential to a rich, full, and significant life. She should understand herself in society and develop her knowledge about the human community, both in its local, national, and world expressions and in its past and present forms. She should have an informed concept of herself as a part of the natural universe, and she should develop physical skills consistent with her physique, natural abilities, and interests.

She should develop an analytical and practical mastery of language as the primary medium through which we learn and share our knowledge.

Toward these ends each student who receives the B.A. or B.S. degree must fulfill the requirements in each of the following areas: humanities and fine arts; social and behavioral sciences; mathematics and the natural sciences; and health, physical education, and dance.

I. Humanities and fine arts..................27-30 credit hours

- A. English composition....................3-6 credit hours
  Any student who makes a grade of C or better in English 111 meets the requirements for English composition. If a student makes a D in English 111, she must either repeat and pass English 111 (no additional credit) or pass English 112 (3 hours credit).
- B. Foreign language ....6 credit hours
  (Requirement must be met in a single language. Students will be placed at appropriate levels by the department.)
- C. Literature..6 credit hours
  1. A 3-hour course in major British authors
  2. *A 3-hour course in English, American, or world literature, or any literature course in a foreign language*
- D. Religion..6 credit hours
  1. Religion 100
  2. *Any advanced 3 hour course in religion*
- E. *Elective..6 credit hours*
  Must include at least two of the following categories: art; dance (theory or history); music; philosophy; speech; theatre.

II. Social and behavioral sciences ....12 credit hours

- A. History of Western Civilization......3 credit hours
- B. *Electives...9 credit hours*
  To be taken from the following categories: economics; cultural geography; history; sociology and anthropology; politics; psychology. Must include two areas other than history.

III. Mathematics and natural sciences
minimum of ....13 credit hours

- A. One laboratory course chosen from
  biology, chemistry, or physics.........4 credit hours
- B One course in mathematics.............3 credit hours
- C. *Electives...6 credit hours*
  To be taken from two of the following: biology; chemistry; physical geography; physics; or mathematics.

IV. Health, physical education,
and dance...................................4-6 credit hours
Must include four hours of activity courses or three hours of activity courses and a course in health or first aid.

V. Capstone studies
One Capstone course may be used to satisfy general education requirements marked in italics in the sections on humanities and fine arts, social and behavioral sciences, and mathematics and natural sciences. Additional Capstone courses may be taken as pure electives.

Note: Education methods courses may not be used to satisfy general education requirements.

Major Requirements

As soon as feasible, but no later than the end of the sophomore year, all candidates for degrees shall select a subject major. Each student must declare a major on a form available in the Office of the Registrar. Signatures of the student and head of the major department are required before the form is returned to the Office of the Registrar. A student may choose a second major, a second degree, and/or an area of licensure. These must be indicated on the form. The head of the major department will assign a major professor, to be indicated on the declaration form, who will supervise the student's program. If a student withdraws and returns to Meredith at a later date, she must repeat the above process.

Majors may be selected from the following subjects. Detailed requirements are listed in the respective sections on pages 59-144. Substitutions in the requirements for a major may be made by the head of the department in which the major is taken. The maximum number of hours which may be required for graduation in any major is eighty-five (85).

Through careful planning, students may complete many majors in three calendar years. Students who are interested in accelerating their studies should consult with their freshman adviser early in their freshman year.

Bachelor of Arts

American Civilization
Art
Biology
Chemistry
Dance
Economics
English
French
History
International Studies
Mathematics
Music
Political Studies
Psychology
Religion
Social Work
Sociology
Spanish
Speech Communication
Theatre

Bachelor of Science

Accounting
Biology
Business Administration
Chemistry
Child Development
Health Science
Home Economics
Interior Design
International Business
Mathematics

Clothing and Fashion Merchandising
Foods and Nutrition
Computers and Mathematical Sciences
Medical Technology

Bachelor of Music
Applied Music
Music Education

Teacher education is described on pages 80-91.

Contract Majors

A student who wishes to depart from the traditional majors offered by the College may, in consultation with appropriate department heads, petition the Academic Council for permission to pursue a contract major. All contract majors must be approved by the Academic Council in two readings. A student should plan her contract major as soon as possible. Normally it should be approved no later than her junior year. All contract majors should require a substantial number of upper-level courses. Applications must be made by forms available in the Office of the Registrar.

There are two types of contract majors:

1. Departmental — Departmental majors include mainly courses within the respective department but may include supporting courses from other departments.

2. Interdisciplinary — Interdisciplinary majors, other than those listed among the regular majors, may be pursued by a student through one of the academic departments and with the permission of the Academic Council. Departments will, in most cases, design these majors according to the following guidelines: (1) 36 semester hours, (2) a unifying theme, (3) a core-discipline of 18-21 hours and two additional related disciplines or 12 hours from each of three separate disciplines, and (4) a three-hour senior project.

— *Minors*

A student may choose to complete a minor area of concentration. In general, she is not required to do so. However, certain majors have a co-requirement of a minor as outlined in the major requirements. Minors require a minimum of 18 semester hours with study in upper division courses. Structured programs are available in the departments, or a student may devise her own program in consultation with her adviser. All minor programs must be approved by the chairman of the department in which they are based.

— *Requirements for the Bachelor of Music Degree*

Detailed requirements for the Bachelor of Music degree with a major in applied music, or music education are given on pages 122-127.

— *Requirements for a Second Baccalaureate Degree, Major or Minor*

A second and different baccalaureate degree may be sought by a person who holds a bachelor's degree from Meredith College or another institution or by a student currently working on her first baccalaureate degree at the College. The following conditions must be fulfilled by the student who wishes to receive a second degree:

1. She must meet all the requirements for the second degree.

2. She must complete a minimum of 30 hours in residence beyond requirements for the first degree.

Normally, the same degree will not be awarded twice. The student who is working on a second baccalaureate degree shall be classified academically as a senior. A person who already has a degree from Meredith or elsewhere may acquire a second major or minor by completing the courses and hours required.

THE HONORS PROGRAM

THE HONORS PROGRAM OFFERS THE INTELLECTUALLY gifted and ambitious student opportunities to develop academically to her full potential. Each year, approximately 20 entering students are invited to participate in the Honors Program. The honors curriculum spans the four-year undergraduate experience and is well integrated into the whole of the academic program. It involves courses meeting basic requirements in the humanities, arts, and sciences, study in one's major department, electives in selected areas of interest, and a culminating senior-year study experience. Various types of courses and instructional processes are available, including special honors courses offered by various departments, interdisciplinary colloquia or seminars, contractual arrangements for honors credit in regular courses, and independent studies and research projects. Opportunities to share ideas with students and faculty in meaningful discussion are combined with chances for working independently on topics of special interest.

— *The Honors Curriculum*

The four-year honors curriculum of 28 credit hours represents about one-fourth of the total number of hours required of all students for graduation at Meredith. The curriculum, which is designed to fit well with a student's general education and major requirements, includes courses that expose the student to the breadth of human knowledge as well as in-depth study in selected fields. The program includes the following components:

Prescribed Honors Courses............................7 hours

To help participants learn to think rigorously and to communicate precisely, the following two courses are required:

Honors Writing Course (3 hours)

Language is the primary medium through which we learn and share our insights, and written expression is a key means for transmitting knowledge. Each participant will therefore take a writing course designed for the honors students. This course fulfills the English 111 requirement for graduation.

Honors Laboratory Science (4 hours)

An informed understanding of the natural universe and one's relationship to it is essential to educational excellence. The participant will take an honors laboratory science course that will fulfill the laboratory science requirement for graduation. The special honors course will be rotated among the various options of biology, chemistry, and physics.

Honors Colloquia..6 hours

The honors colloquia, often interdisciplinary and often team taught, will allow participants to investigate topics across the spectrum of human knowledge. The courses seek to provide a thorough examination of the subject while also helping the participant to see where disciplines intersect — to think horizontally as well as vertically. Each student will elect two colloquia (3 hours each) on selected topics, including at least one colloquium in the freshman year. These courses will meet graduation requirements in the main areas of general education as approved by the department(s) involved.

Early in each spring semester, the colloquia to be offered the following year will be determined by the Honors Committee and the descriptions made available by the Honors Director to all honors students. Each individual can then confer with her adviser regarding the appropriateness of each upcoming colloquium for her general needs and interest.

Honors in the Major Field.............................6 hours

To heighten the participant's understanding of the knowledge, skills, and tools of her major discipline, each honors student will complete at least six credit hours in honors work within her chosen field. She may meet this requirement through any combination of the following options:

- Honors courses offered by the department
- Contractual work for honors credit in regular courses offered by the department
- Independent study in the major
- Additional honors colloquia beyond the minimum requirements, subject to the department's approval of their relation to the major field

Honors Elective...6 hours

Each participant will elect at least two additional honors credit courses to accommodate her own particular interests and needs. The courses may count as general education, major, or elective credit. Course options include:

- Additional honors colloquia beyond the minimum requirements
- Departmental honors courses
- Regularly scheduled courses in which the student contracts for honors work and credit
- Independent study

Honors Thesis or Equivalent Project.............3 hours

The honors experience will culminate in the senior year with an honors thesis or an equivalent project (written thesis, laboratory research, performance, exhibition, etc.) approved by the department(s) concerned and the Honors director. This experience allows the participant to bring her intellect and talents together in an original, independent presentation that should reflect the scope of her learning.

A student is expected to take honors work each year. She would typically take two to three honors classes during the freshman year, including the honors writing course and an honors colloquium. Retention in the program requires that the student maintain a minimum overall grade point average of 3.0 or, failing that, to receive permission of the Honors Committee to continue in the program. Upon successfully completing the honors curriculum and meeting all other college requirements while maintaining a minimum overall grade point average of 3.0, the participant will be recognized at graduation as an Honors Scholar. The student's transcript will clearly reflect courses taken for honors credit and graduation as an Honors Scholar.

CAREER DIRECTION

A FIRM GROUNDING IN THE ARTS, SCIENCES, AND humanities, including a major in one of the academic disciplines listed above, is considered essential to the life direction and career of every student. Meredith has approved programs in teacher education, criminal justice, accounting, and communications which a student may pursue in addition to her major. Specific career preparation is also an integral part of many of the majors and is obvious in such departments as business, human environmental sciences, art, and music. All of the departments, however, provide opportunities for career preparation at the undergraduate level. Many departments have prepared programs so that students may use their electives to give career direction to majors in the department. Departmental advisers will provide information along with assistance in planning other programs that meet the career concerns of a particular student. The Meredith Career Center also provides information and advice *(see page 41).*

— *Pre-Professional Preparation*

Students who wish to prepare for entrance into a professional or graduate school should plan their programs with that in mind. Students may plan programs which lead toward careers in teaching, research, medicine, law, theology, journalism, library science, dentistry, special education, medical technology, merchandising, nutrition, and other professions. Special advisers from among the faculty are appointed to give assistance in planning pre-professional programs.

— *Medical Technology Program*

Meredith's program in medical technology involves three years at Meredith and one full calendar year at Duke University Medical Center. This program prepares students to enter the field as medical technologists with the Bachelor of Science degree. The program at Duke is a CAHEA-approved program, and graduates are eligible for national certification. Career opportunities in hospitals, laboratories, research, public health facilities, and educational institutions are widely available. *(For specific requirements, see page 68.)*

— *Nursing Transfer Curriculum*

Meredith College provides a special opportunity for RNs currently licensed in North Carolina to obtain the general education and science prerequisites for subsequent admission to BSN completion programs elsewhere. Such students who hold an associate degree or diploma in nursing enter Meredith through the re-entry option provided by continuing education *(see page 20).* The transfer process is facilitated by advising which focuses on personal and career goals, and by consultation with nearby BSN-granting institutions to select appropriate courses. *(For more information, see pages 13 and 54.)*

— *Physician Assistant Program*

Meredith's physician assistant program involves three years at Meredith and completion of the first of two years in the CAHEA-approved program of Bowman Gray School of Medicine of Wake Forest University. Completion of (1) Meredith's program will result in the awarding of a Bachelor of Science degree with a major in health science, and (2) the second year at Bowman Gray and certification examination will result in certification as a physician assistant. Career opportunities as a health professional, under the supervision of a licensed physician, include primary care practice, surgical specialties, emergency services, occupational health, geriatrics and nursing homes, etc. *(For specific requirements, see page 68.)*

— *Dietetic Internship*

The Dietetic Internship was established in 1994 as a post-baccalaureate supervised practice program. Students work for 27 weeks in rotations in clinical nutrition, food service management, and community nutrition. They also complete a three-week enrichment experience of their choice. Students take two three-credit-hour graduate courses: Clinical Nutrition Seminar and Pediatric Nutrition. After successful completion of the Dietetic Internship, the students will be able to take the Registration Examination to become registered dietitians. They will have acquired competence for an entry-level position in clinical nutrition, food service management, or community nutrition.

— *Professional Communications*

Coordinated by the Department of English, the Concentration in Professional Communications is an 18-hour concentration open to all students. Courses in graphic design, expository and technical writing, and speech may be combined with electives in photography, creative writing, journalism, and marketing. With faculty supervision, each student enrolled in the concentration will have the opportunity to hold an internship, frequently one designed for her interests and career goals. *(Concentration requirements are on page 94.)*

— *Criminal Justice Studies*

The Criminal Justice Studies Concentration at Meredith is designed to provide education and experience in contemporary patterns of law and social control. Courses on criminal behavior, legal rights, judicial process, correctional policy and pertinent social and historical forces are included. Students may complete the concentration as an accompaniment to any major. The Criminal Justice Studies concentration will enhance preparation for careers in law enforcement, in the judicial system, and in victim or offender services. For specific requirements, see page 107.

— *Teacher Education*

Meredith College offers state-approved competency-based teacher education programs leading to an initial North Carolina teaching license in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, and Spanish; and occupational education: business and office education and Family and Consumer Sciences education (grades 7-12). Although all the teacher education programs are designed to prepare students for licensure and teaching in North Carolina, students who successfully complete a teacher education program at Meredith are eligible for teacher licensure in most other states under the provisions of Interstate Reciprocity Contracts established between North Carolina and other states agencies.

The College also offers state-approved competency-based teacher education programs leading to the Master of Education degree in elementary education and North Carolina Class G teaching licenses in elementary education and reading K-12. Complete information about the programs can be obtained from the Education Department or from the John E. Weems Graduate School.

School Social Worker

Students who major in social work may also qualify for licensure by the North Carolina State Department of Public Instruction as school social workers. In addition to a specified minimum QPA, students must complete the following courses: EDU 234 Educational Psychology, EDU 232 Foundations of American Education, PSY 312 The Psychology of Exceptional Individuals, SOC 335 American Ethnic Relations, and SWK 405 School Social Work. All the social work field experience must be completed in a public school setting. See the Department of Sociology and Social Work or the Department of Education for information on procedures for meeting requirements.

— *Teaching Fellows Program*

The Teaching Fellows Program offers talented North Carolina students, who choose teaching as a first career option, unique opportunities to participate in a program designed especially for the Fellows. Through advising, students will be directed toward parts of the Meredith Honors Program relevant to their program of study. Additional program emphasis includes leadership development, special events to acclimate students to college life, activities with school districts, extracurricular activities, and mentoring experiences.

Students are selected as Teaching Fellows through a statewide competition coordinated by the North Carolina Teaching Fellows Commission. Winners in the competition who enroll at Meredith each year will receive a scholarship/loan award from the State of North Carolina. Additional grant assistance is coordinated by the College to match the State's monetary contribution. *(For more information about the award, see pages 13 and 31.)*

CONVOCATION

CONVOCATIONS FOR THE ENTIRE MEREDITH community are held at regular intervals throughout the year. As an integral part of the academic program, these assemblies are planned to stimulate and add to the community's spiritual, intellectual, and cultural life. All students are expected to attend.

CONTINUING EDUCATION

CONTINUING EDUCATION AT MEREDITH PROVIDES access to programs designed to meet community-wide learning needs. A special focus is women, age 23 or older, who wish to begin or resume college work leading to the undergraduate degree. Opportunities for study, both credit and noncredit, are as follows:

— *Re-entry/Academic Credit Programs*

A woman may enter a degree program either through the regular admissions procedure as a freshman or transfer student (see page 17) or through special admission as a re-entry student (see page 20). Because the re-entry option involves pre-admission advising and an individually tailored preliminary program, even those eligible for regular admission generally follow this special procedure.

When the requirements of a preliminary program have been fulfilled, re-entry students complete the admissions process and are classified according to their transfer and/or completed Meredith hours. The continuing education staff continues to provide a variety of support services and special activities to enhance the educational experience of older students.

— *Enrichment Programs*

Courses in the Enrichment Program award Continuing Education Units (CEUs). CEUs are not academic credit and cannot be applied to degree work bur are recognized nationwide by businesses, agencies, and institutions for certification and advancement purposes. Many enrichment courses also award Teacher Renewal Credits (TRCs) which can be used for teacher continuing certification in North Carolina. The Enrichment Program provides opportunities for women, men, and children to enrich their lives through a variety of programs offered each semester, including summer. Continuing Education programs are open to Meredith College students, faculty, and staff on the same basis as the community at large. Academic credit is available for Meredith College students who participate in the Great Decisions Lecture Series each spring.

— *Meredith After5*

Meredith After5 is an evening undergraduate degree program for women who work full time or for whom daytime classes are inconvenient. The program was conceived as an important extension of Meredith's historical commitment to offer a high-quality educational experience to women. Meredith's regular curriculum courses taught by regular faculty are offered at night in two 8-week terms each semester. By attending two classes each term, students can accumulate up to 12 credit hours in a semester constituting a full academic load and shortening the time required to complete a Meredith degree. Degrees offered at night are Business Management, American Civilization, Communications Concentration, Social Work, and students may, in consultation with appropriate faculty, petition to pursue a major of their own design.

— *Certificate Programs*

Legal Assistants Program

In recent years, there has been a growing interest nationwide in the paralegal profession and the opportunities it offers for employment. Since 1980, over 500 women have started their careers in this rapidly growing field by completing the Legal Assistant Certificate at Meredith College.

The Meredith Legal Assistants Program is a professional certificate program for women with a bachelor's degree in any major. It is approved by the American Bar Association and is the only ABA-approved paralegal certificate program in North Carolina which can be completed in a single semester. With full and part-time schedules, the program attracts both recent college graduates and women seeking a new career direction.

Legal assistants, or paralegals, are non-lawyer legal professionals, persons with knowledge of legal concepts and procedures who work under an attorney's supervision in a team approach to law practice. While paralegals cannot give legal advice, appear in court, accept a case or set a fee, they carry out a wide variety of responsible, substantive duties in handling a lawsuit or other legal transactions for a client.

Meredith Legal Assistants Program graduates work in law firms, corporations, and government agencies across North Carolina and beyond. Many have found employment as a paralegal to be a rewarding career in itself. Others have used their training as a springboard to law school, or to careers in such fields as purchasing, human resources, and real estate management.

The program is designed for either the full- or part-time student who holds a full-time job. Students may choose from two-semester or three-semester evening schedules, or a thirteen-week intensive schedule of day and evening classes currently offered in the summer only.

The program is open to women who have earned a baccalaureate degree from an accredited college or university. Admission is competitive and is based on the applicant's past performance and potential for future success in the program and in the paralegal field.

Two of the core courses in the Legal Assistants certificate curriculum, Legal Survey and Legal Research, are offered for undergraduate credit through the Department of History and Politics, and are recommended for students considering applying to law school *(see page 110).* Further information about the Legal Assistants Program is available from the Office of Continuing Education.

INDIVIDUALIZED OPTIONS

— *Special Studies*

A student may expand her curriculum beyond the courses in the catalogue by using the option available under the Special Studies Program. Independent study, directed individualized study, community internships, and special group studies are used by many students to individualize and enhance their programs. *(See page 59.)*

— *Cooperative Education*

Cooperative education is a program which gives students the opportunity to relate their classroom learning to work experience. Through supervised career-related employment, the participants explore careers, integrate theory with practice, and examine future job opportunities. Employment with cooperating companies and agencies is coordinated and approved by the Meredith Career Center. Participants complete both work and academic assignments which are evaluated. One to four hours of academic credit is earned for each work experience.

— *Cooperating Raleigh Colleges*

Meredith, Peace, Saint Augustine's, and St. Mary's Colleges and North Carolina State and Shaw Universities form a consortium through which they provide, ordinarily without extra cost, their collective educational resources to students at each of the six institutions. Under this agreement Meredith students may take courses at any of the other five campuses. These courses are used for general enrichment, to strengthen particular majors, to enhance career training, and, in certain situations, to earn an additional major or degree.

A student who wishes to register for a course at one of the Cooperating Raleigh Colleges should obtain a special request form from the Office of the Registrar at Meredith and should secure the approval of her adviser and the head of the appropriate department. Except under unusual circumstances, approval will be given only for courses not available at Meredith and only to sophomores, juniors, and seniors. The Academic Council will receive written appeals from students whose requests have not been approved by the persons designated above. The maximum number of courses a student may take each year is three, and each course may carry up to four semester hours' credit.

Approval to take courses at a Cooperating Raleigh College is subject to space availability as determined by the host institution.

— *ROTC Opportunities through Cooperating Raleigh Colleges*

Meredith students are eligible to participate in either Army or Air Force Reserve Officer Training Corps (ROTC) programs at North Carolina State University through the Cooperating Raleigh Colleges consortium. Both ROTC programs provide the student an opportunity to earn a commission as a second lieutenant while completing the requirements for a baccalaureate degree.

Individual military courses may be selected without incurring a commitment to enter active duty, and the entire two-year basic course may be taken without obligation. Completion of the advanced course work does require accepting a commission.

Scholarships are available through the Army and Air Force programs. Advanced course students also receive monthly stipends and payment for summer camp training.

Registration procedures for military courses follow general Cooperating Raleigh Colleges guidelines. Additional information about either ROTC program is available upon request from the Office of Admissions.

— *International Studies*

Meredith Abroad in Italy and England

Each summer the College offers a course of study in selected foreign countries (currently Great Britain and Italy) whereby a student may earn 12 semester hours of college credit at approximately the same cost as a semester on campus. Regular members of the college faculty form the core of the teaching staff, with special courses being offered by international experts. The curriculum changes each summer. Both general education courses and upper-division courses are regularly offered. Many departments also provide special studies options.

Meredith Abroad — Special Summer Opportunities

Various departments regularly offer international studies programs. Recent options for foreign language study include summer programs in France, Germany, Greece, Israel, Mexico, and Spain. Art, history, and religion have regularly combined to offer students opportunities to study in a wide variety of venues, including France, Greece, Italy, Egypt, Turkey, and eastern Europe.

In the recent past, the Department of Biology sponsored a program in arctic Russia; the Department of Business sponsored a program in the United Kingdom; and the Department of Education, in New Zealand.

Junior Year in England

Meredith has exchange programs with two institutions of higher learning in Hull, England, a Raleigh Sister City. Meredith juniors can apply for study at Humberside University or at the University of Hull. Our exchange agreement with these institutions allows students to study in England at costs comparable to those at Meredith.

Semester in Angers, France

Advanced French students may apply for study at the Universite Catholique de l'Ouest in Angers, France, through the Department of Foreign Languages.

Art Program in Italy

Art students above the freshman level may apply for a five-week program of study in Florence and surrounding Tuscany. Six credits of drawing and painting can be earned, with the option for additional credits for independent study in art history. An additional required credit is earned during Spring semester to prepare students for the trip.

People's Republic of China

Meredith is a member of a consortium that sends students to China each semester to study Chinese language and culture. Interested students should contact the director of international studies.

Semester in Madrid, Spain

Advanced Spanish students may apply for study at the Universitas Nebrissensis in Madrid, Spain, through the Department of Foreign Languages.

Japan

Meredith has an exchange agreement with Obirin University in Tokyo. Students interested in studying Japanese language and culture should contact the director of international studies.

— *Individual Participation in Programs of Other Institutions*

The director of international studies assists Meredith students in learning about opportunities sponsored by other American colleges and universities and by international institutions for study abroad.

Drew University

Through an arrangement with Drew University in Madison, New Jersey, Meredith students may participate in a semester of study on the United Nations or in London on British politics and history. The program is open especially to qualified juniors who may receive credit for as many as 12 semester hours. The program on the United Nations consists of seminars led by members of various delegations to the United Nations, courses on the Drew University campus, and an intensive research project. The London Seminar, under the auspices of Drew, offers a semester of study in London at a British university.

Students who wish to participate in the Drew University seminar on the United Nations or on British politics and history at a London university should apply in the Department of History.

American University

Through an arrangement with American University in Washington, D.C., students may participate in its Washington Semester, which introduces students from all over the nation to a first-hand study of American politics. The program is open especially to qualified juniors or seniors.

Students who wish to participate in the Washington Semester at American University should apply in the Department of History.

The Washington Center

Meredith students may elect to participate in an internship or an academic seminar through the Washington Center in Washington, D.C. The center offers unique opportunities for college students to enhance and develop their professional and academic skills and civic awareness.

Any student who wishes to participate in activities through the Washington Center should see the director of the Teaching Fellows Program.

Marymount Manhattan College

Through an arrangement with Marymount Manhattan College in New York City, students may visit this college for one semester. The program provides many opportunities for study in the Manhattan area. A student will choose courses in consultation with her adviser. The regular form for approval of visitation credit, available in the Office of the Registrar, will be used to apply for the program. Further information concerning the Marymount program may be obtained from the Office of the Vice President and Dean of the College.

— *Correspondence Credit*

Six hours maximum credit may be allowed for correspondence courses on which a grade of C or higher has been earned after written permission has been granted by the student's adviser, the head of the department involved, and the registrar.

— *Visitation Credit*

A student may elect to study for a semester at another college or university while retaining her status as a Meredith student and will not have to apply for readmission to return to Meredith the next semester. She may apply on a form available in the Office of the Registrar.

SUMMER STUDY

MEREDITH CONDUCTS A SUMMER SESSION CONSISTING of three three-week terms. Courses are generally taught over a three-week term with a student taking only one course per term. Occasionally some courses are taught for six weeks. In this case a student may enroll in a single three-week course along with one of longer duration.

Meredith students enrolled at Meredith summer school may also take one course at another Cooperating Raleigh College. This course will be treated as an interinstitutional course. Fees will be paid at the other Cooperating Raleigh College, and a transcript must be sent to Meredith.

A student who plans to attend summer school at another accredited institution makes application for transfer credit on a form available from her faculty adviser or the Office of the Registrar. She secures for specific courses written approval of her adviser, the appropriate department head, and the registrar. The student may exercise the pass/fail option for a course. This option must be approved prior to taking a course. Upon completion of summer school courses, the student must request a transcript to be sent to the Office of the Registrar.

ACADEMIC PLANNING AND ADVISING

— *Academic Advisers*

Upon arrival at Meredith each student is assigned an academic adviser who will aid her in planning her program, offer academic counsel, and serve as a personal counselor if the student so desires. Once the student declares a major field, she will be assigned to an adviser in the department. Although the major adviser must approve the student's program and will, in consultation with the registrar, certify to the faculty that she has met all requirements, the student is finally responsible for her own program. Special advisers are appointed to assist in preprofessional planning.

— *Course Load*

A student will decide upon her own course load in consultation with her adviser. The average load in a semester is 15.5 hours. The student wishing to graduate in four years should give particular care to maintaining this average. A student who takes an overload or underload of more than one semester hour should do so only after careful consideration.

— *The Freshman and Sophomore Years*

Before a student initially registers for classes at the College, and prior to each subsequent registration period, she will consult her academic adviser about her course of study. Specific courses required in the freshman year are English composition, foreign language, and physical education. The student, with the assistance of her adviser, plans her other course choices, keeping in mind both the general education requirements *(pages 43-44)* and her own specific academic interests. A freshman who has a firm idea about her major field can usually begin courses in that area; one who is uncertain about her area of concentration may choose a variety of courses from the area distribution requirements in order to explore many academic areas. During her freshman and sophomore years a student may not take concurrently two courses in the same discipline without permission from the head of the department concerned. Counselors are available in the Office of Career Services to assist students who are having difficulty choosing a major.

Whenever a student is ready to declare her major she should discuss the matter with the head of the department concerned and make arrangements for claiming a major.

— *The Junior and Senior Years*

Once she has declared a major, the student should consult with her major adviser. Since the student is finally responsible for fulfilling graduation requirements, she should have a thorough credit check with her adviser during the last semester of her junior year, perhaps at preregistration for the senior year. If there are problems which she and her adviser cannot solve, she should consult the registrar or, in rare cases, the dean of the College.

— *Graduation*

Students may graduate in either May, August, or December. Seniors who expect to graduate must register their intention in the Office of the Vice President and Dean of the College. Those who plan to graduate in May or August must file by December 1; graduates in December file by May 1. Formal commencement programs are held in May and December. Only persons who fully meet the requirements for graduation and are receiving a degree may participate in the formal commencement program. *No exceptions are made.*

— *Graduate Examinations*

Students interested is graduate school might be required to take the Graduate Record Examination(s). Registration packets for the GRE may be obtained through the Career Center or at other established testing centers. Other graduate/professional admission tests packets are available through Career Services including the MCAT, LSAT, GMAT, DAT VCAT, PCAT, AHPAT, and others. More information is available from academic advisers or in the Career Center.

— *Changes in Class Schedule*

During the first five class days of each semester a student may change her course schedule without penalty. The number of credit hours for which a student is enrolled at the end of the five-day period will be the basis upon which tuition charges are made. No courses in progress may be added after this five-day period. All courses dropped between the end of the five-day period and the first four weeks of the semester will receive a W (withdrawal) grade. Courses dropped after this date will be graded WP (withdrawal passing) or WF (withdrawal failing) except in the case of medical or emergency withdrawals. *(See page 55, Grading System).* All drops must be made no later than one calendar week before the last day of classes. All schedule changes are processed on forms available in the Office of the Registrar.

A student who does not wish to complete a course for which she is enrolled must withdraw officially through the registrar's office. If a student drops out of the class and fails to withdraw officially, she will be treated as if she were still in the course and her grade recorded accordingly.

— *Repetition of Courses*

A student may repeat a course to improve the grade. The student should register for the course the next time it is offered. If she repeats the course at Meredith, only the higher grade is used in calculating the quality point ratio. A student should not repeat at another school a course which she has failed at Meredith because of the effect on her Meredith grade average.

— *Class Attendance*

Each student is expected to be regular and prompt in her attendance at all classes, conferences, and other academic appointments. Regular presence of the student in the classroom is indispensable both to herself in deriving the most benefit from her courses and to her teachers and fellow students in sharing the benefits of her thinking. She must accept full responsibility for class presentations, announcements, and assignments missed because of absence.

The effect of class attendance on the grade will be clearly specified, in writing, by each instructor at the beginning of the course.

CREDIT REGULATIONS

— *Advanced Placement Credit*

Advanced placement and credit are available in several departments. Entering students see pages 17-18. Students in residence should apply directly to the department concerned or to the registrar.

— *Auditing Courses*

Audits may be arranged on the first class day of the semester. Forms are available in the Office of the Registrar.

Full-time degree candidates may audit a class upon the approval of the teacher of the class and the registrar. Under no condition will an audit student displace a regular student. A student may not elect to audit a class after the first 20 class days of the semester.

Audited classes are listed on the permanent record, but no credit or grade is recorded. An audited class may be dropped in the same manner as any other class. When dropped, the course will not be entered on the permanent record. If the student fails to satisfy the teacher's stated expectations for the audit, the audit will not be listed on the permanent record.

— *Residence Credit Requirements*

A candidate for a degree must complete 24 hours of her last 30 hours at Meredith College. If four-hour courses are involved, 22 of the last 30 hours will suffice. For a student who enrolls for credit at one of the Cooperating Raleigh Colleges under the interinstitutional agreement, one additional course carrying up to four hours credit is permitted. A student who plans to complete her graduation requirements in December may take as many as 12 semester hours (or 14, if four-hour courses are involved) at another institution during the summer immediately prior to her final semester, provided she completes at least 12 hours at Meredith during each of her last two regular semesters.

A student who desires teacher licensure from Meredith must complete at Meredith EDU 439, Observation and Directed Teaching, and, if required for her program, the following methods courses: EDU 455, 456, 457, 458, ART 734, MUS 720, 721, 722, and any methods courses numbered 764.

A transfer student from a regionally accredited institution must complete at least 30 hours at Meredith. If a transfer student enters from a two-year institution, she must complete at least 58 hours from accredited four-institutions. If a transfer student enters from a college not accredited by the regional accrediting agency, she must complete at least 60 hours at a regionally accredited four-year college.

A student who has a bachelor's degree from another institution and wishes to receive professional licensure at Meredith in teacher education or social work must complete 30 semester hours at Meredith.

A student transferring to Meredith with junior classification will be expected to take at Meredith at least 12 hours in her major, subject to the approval of the department. A student transferring with senior classification will be expected to take at Meredith at least nine hours in her major, subject to the approval of the department.

A student in the physicians assistant program or medical technology program will complete the last year of her work at Bowman Gray Medical School of Wake Forest University or at Duke Medical School, respectively.

— *Transfer Credit*

When the candidate comes from a college accredited by the Southern Association of Colleges and Schools or by an equivalent regional accrediting association, she generally will be given credit for the courses acceptable toward a degree at Meredith. A candidate from a technical, Bible, business, or nursing school should read the next section for information concerning the treatment of credit earned. A candidate from a nonaccredited college may be given provisional credit which must be validated by examinations or by success in work undertaken at Meredith. To validate provisional credit other than by examination, she must complete a minimum of 15 semester hours with a C average.

The maximum credit accepted from nursing schools is 35 semester hours. Credits may not be transferred from noncollege affiliated nursing school programs to the Bachelor of Science in Nursing Transfer Curriculum.

Work from other institutions accepted for transfer to Meredith College will be converted to the Meredith credit standards. Meredith credits are recorded in semester hours and are evaluated with letter grades 'A' through 'F' *(see page 55 for a complete explanation of the grading system at Meredith)* on the 4.0 scale. Plus/minus grades will be adjusted to letter grades only. Credits not adaptable to the Meredith grading system will be accepted as pass/fail.

— *Credits from Technical, Business, Bible, and Nursing Schools*

For a student transferring to Meredith from a technical, business, Bible, or nursing school, each course from that institution is evaluated individually for provisional credit.

The items reviewed in considering the acceptance of the credit are the description and content of the course, the student's performance on the course, and the accreditation of the institution.

— *Credit for Extra-Institutional Instruction*

The student who has completed the equivalent of college-level study through participation in formal instruction or the passing of formal examinations sponsored by associations, business, government, industry, the military, and unions may wish to seek advanced placement and credit at Meredith. Guidelines published by the American Council on Education will be used by the registrar and the appropriate department head to decide upon any credit given. In some cases, departmental examinations will be used for determining the maximum amount that may be awarded for extra-institutional instruction. To apply for credit, the student should contact the Office of the Registrar.

— *Old Credit*

In evaluating credit earned more than 10 years prior to enrollment at Meredith, the registrar will consult with the appropriate department head.

— *Credit in Music*

Of the 124 hours required for graduation, no more than four may be in ensemble credits. Additional ensemble credits, however, will be recorded on students' transcripts and will count in grade point averages. *(See pages 130-131 for list of ensemble courses.)*

— *Credit in Physical Education and Dance*

Of the minimum 124 hours required for graduation, no more than eight hours may be physical education and/or dance activity courses. Exceptions to the maximum of eight hours for students majoring in dance or minoring in physical education or dance must be approved by the head of the Department of Health, Physical Education, and Dance and by the dean of the College or registrar. When the physical education requirement is met, any additional physical education activity course taken for a grade is counted in the quality point ratio.

GRADING SYSTEM

Each course receives one official semester grade as an evaluation of the entire work of the student during the semester. A grade report is sent to the student at the home address. The student may request an additional copy to be sent to another address by making this request in writing with the Office of the Registrar. Additional requests for reports will be processed as transcript requests for which a fee will be required.

— *Standard Grading*

Although different disciplines demand different emphases and special skills, and although absolute uniformity would be impossible and perhaps undesirable, letter grades reflect the following statements of interpretation:

A	Sustained mastery of course content and consistent demonstration of individual initiative and insight beyond the fulfillment of course requirements.
B	Work displaying accurate knowledge of course content and some ability to use this knowledge creatively.
C	Work demonstrating familiarity with basic course concepts, related methods of study, and full participation in class work.
D	Work below the minimum standard as defined above. Although falling below this minimum, it is considered of sufficient merit to be counted toward graduation if balanced by superior work in other courses.
P	Passing on a course elected for pass-fail grading. Neither hours nor quality points are used in computing grade point averages.
F	Failure which may not be made up by re-examination.
I	The student's work is incomplete. If an I is not completed by the final class day of the next semester, it automatically becomes an F.
N	An interim grade assigned when there is no report by the instructor.
Z	An interim grade assigned only in a course that does not terminate at the end of the current grading period. This interim grade is not included when computing the current quality point average.
WF	The student was not passing when she withdrew from the course. A course with a grade of WF will count as hours attempted. See WP for withdrawal procedure. A grade of WF is equivalent to an F for grade point averages and is not removed by a repeat WP in the course.
WP	The student was passing when she withdrew from the course. A course with a grade WP does not count as hours attempted. Withdrawal from class with a WP mark is permitted at any time prior to one calendar week before the last day of classes. *Note: Read thoroughly the WF statement immediately above.*
W	The student withdrew from college or a course for medical or other emergency reasons or withdrew from a course during the first four weeks of the semester. W is given only upon medical or emergency withdrawal. A course with a W grade does not count as hours attempted.
Au	The student completed a satisfactory audit.

— *Quality Point Ratio*

Each student has her grade averaged in two ways: a Meredith average and an overall average. Each semester hour with a grade of A carries four quality points; B, three; C, two; D, one; F, none. The quality point ratio is calculated by dividing the number of quality points earned by the number of semester hours attempted, whether passed or not. A course that is repeated does not count toward additional hours attempted in calculating the quality point ratio.

— *Pass-Fail Policies*

Some courses are taught only for pass/fail grading. A student may register for these courses during a given semester in addition to the following pass/fail options.

Pass-Fail Options

A. During her junior and/or senior years, a student may elect for pass-fail grading two courses outside her major field and, with the department's permission, a seminar in her major field. A student may elect to take up to four credit hours pass/fail in her minor. Only one such course may be elected during a single semester. A department may choose to restrict grading in a departmental seminar to A-F grading for majors in that department. Excluded are all courses pursued to satisfy area distribution requirements in the four categories: humanities and fine arts, social and behavioral sciences, mathematics, and natural sciences and health.

B. Physical education and dance activity courses taken as a degree requirement are graded pass/fail for all students. Activity courses taken in addition to the four-hour requirement may be taken for a letter grade or may be taken pass/fail in addition to other pass/fail options.

General Regulations

1. Course content and requirements will be the same for P/F registrants as for regular students, and minimum performance for P will be equivalent to minimum performance for letter grade D.

2. In computation of grade point averages an F on a P/F course will be computed as hours attempted; a P will not be computed as hours attempted.

3. When a student registers for the semester in which she elects the P/F option for a course, she will designate the course that she so elects. No changes in such option will be allowed after the first 20 days of the semester.

4. A student who changes her major to a department in which she has already taken P/F work may credit only one P/F course in the new major. If she has taken more than one such course, she will forfeit credit in the new major.

5. A student may elect the pass/fail option for a summer course for work taken at another college. This must be approved prior to taking a course.

6. Responsibility for compliance with all rules governing the P/F system rests with the student.

ACADEMIC RECOGNITION

— *Classification*

Each student is classified on the following basis:

Classification	*Semester Hours Credit*
Freshman	1-25
Sophomore	26-59
Junior	60-89
Senior	90 and above

— *Dean's List*

At the end of each semester a Dean's List is published in recognition of those students who have achieved a high academic level in their courses for that semester. Students who pass all Meredith and Cooperating Raleigh College courses with at least a 3.20 grade point average will be placed on the list. The students must have completed at least 12 semester hours during the semester, including courses at other Cooperating Raleigh Colleges. An F, WF, or I grade disqualifies a student for the Dean's List for that semester.

— *Graduation with Distinction*

The degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Music with Distinction is conferred upon a student under the following conditions:

A. For the purpose of computing the standing of a student, two averages must meet the required standards established for honors.

1. Meredith credits — all courses taken at Meredith.

2. Total credits — all courses taken at any institution, including Meredith.

B. Students whose average is at least 3.2 quality points per semester hour are graduated *cum laude*; those whose average is at least 3.6 quality points per semester hour are graduated *magna cum laude*; those whose average is at least 3.9 quality points per semester hour are graduated *summa cum laude.*

RECORDS

— *Registration*

Registration instructions and class schedules are available approximately three months before a term begins. After a student is registered, schedule changes are handled through the registrar's office.

— *Transcripts*

The Office of the Registrar serves as a repository of academic records for college credit and CEU courses. It sends all official transcripts and serves as the student enrollment verification office. Transcript requests must be made in writing by the student to the Office of the Registrar. A fee for each transcript is required in advance.

Name and address changes are reported to the Office of the Registrar for distribution to other offices on campus. Formerly enrolled students report their changes to the Office of Alumnae Affairs.

All services in the Office of the Registrar are contingent upon satisfactory college accounts and other college obligations.

SATISFACTORY PROGRESS, RETENTION, AND SUSPENSION

TO CONTINUE THEIR ENROLLMENT AT THE College, all undergraduate degree candidates are expected to maintain satisfactory progress toward graduation. Satisfactory progress means maintaining at least the minimal expected quality point ratio.

A student is considered to be making minimal progress if she has earned at the end of any semester the appropriate quality point ratio indicated on the following chart*:

Total Hours Attempted	*Minimum Expected Meredith QPR*
1-25	1.35
26-59	1.65
60-89	1.85
90 and above	1.90

When a student fails to achieve minimum progress, she will be placed on academic probation for the following semester. A student on academic probation who does not meet the minimum Meredith quality point ratio at the conclusion of the spring semester will be suspended for the following fall semester. This student will be allowed to make up deficiencies at Meredith during the summer sessions. If her summer work does not raise her Meredith QPR to the minimum standard established for retention (see chart), she will be suspended for one semester. A student on academic probation will not be approved to take summer course work at another college or university.

A suspended student may apply for readmission and, if readmitted, re-enroll for any subsequent semester if space is available. A readmitted student is on probation and must prove herself by raising her Meredith QPR to the minimum standard outlined in the above chart. However, a readmitted student who makes at least a 2.0 semester QPR during her first semester back will be allowed one additional semester to achieve the required Meredith QPR.

The student has the right to appeal the academic suspension. She must appeal in writing to the vice president and dean of the College within 10 days of receipt of the notice of suspension. A retention committee will be appointed by the vice president and dean of the College to hear the appeal.

The president of the College shall approve each suspension before it becomes effective.

If a student is on academic probation after one or more consecutive semesters of being off, she will be subject to the rules which apply to a first-time student.

OFFICIAL WITHDRAWAL

OFFICIAL WITHDRAWAL FROM THE COLLEGE IS effected for all traditional age students through the Office of the Dean of Students. For Re-entry and After5 students, withdrawal is effected through the Office of Continuing Education. Students who are seeking licensure for teaching (but are not seeking a degree) should withdraw through the Department of Education. Special students should withdraw from the Office of the Registrar. Students failing to make official withdrawal within 60 days of last class attendance, forfeit the right of honorable dismissal and financial adjustments.

For the leave of absence policy see page 20-21.

---

* Students who are certified to receive benefits from the Veterans Administration are expected to follow a more restrictive chart. This chart is available in the Office of the Registrar.

Students who are receiving financial assistance are required to meet additional standards of satisfactory academic progress for aid to be continued. The statement "Policy and Procedures for Determining Satisfactory Academic Progress" is available from the Office of Scholarships and Financial Assistance.

Degrees and Majors

Meredith offers three undergraduate degrees — Bachelor of Arts, Bachelor of Music, and Bachelor of Science — with majors in the following areas:

- Accounting
- American Civilization
- Applied Music — *Instrument • Keyboard • Piano Pedagogy • Voice*
- Art — *Art Education • Art History • Graphic Design • Studio Art*
- Biology — *Environmental Science*
- Business Administration — *Economics • Management • Marketing • Human Resource Management*
- Chemistry
- Child Development
- Clothing and Fashion Merchandising
- Computer and Mathematical Sciences
- Dance
- Economics
- English
- Foods and Nutrition — *Food Service Management • Nutrition*
- French
- Health Science
- History
- Home Economics
- Interior Design
- International Business
- International Studies
- Mathematics
- Medical Technology
- Music
- Music Education
- Political Studies
- Psychology
- Religion
- Social Work
- Sociology
- Spanish
- Speech Communication
- Theatre
- Self-Designed Major

— Italics denote concentrations available in the major.

Minors

Meredith also offers minors in a wide variety of disciplines:

- Accounting
- Biology
- Business Administration
- Chemical Physics
- Chemistry
- Child Development
- Clothing and Fashion Merchandising
- Computer Science
- Cross-Cultural Skills
- Dance
- Economics
- Finance
- Foods and Nutrition
- French
- Geography
- History
- Home Economics
- Interior Design
- Management
- Marketing
- Mathematics
- Mathematics/Computer Applications
- Musical Theatre
- Philosophy
- Physical Education (emphases: fitness, teaching, coaching)
- Psychology
- Religion
- Spanish
- Speech Communication
- Statistics
- Theatre
- Women's Studies

Licensure programs are offered in School Social Work and Teacher Education. Meredith is a Teaching Fellows institution for the State of North Carolina.

Pre-professional preparation is available in a number of areas, including medicine, dentistry, law, and veterinary medicine.

Concentrations such as criminal justice and professional communications are available in addition to a major.

COURSES OF STUDY

- *Lower level courses are numbered in the 100s and 200s; upper level courses in the 300s and 400s; educational method courses in academic disciplines in the 700s; and special courses in the 900s.*
- *Brackets enclosing the number and title of a course indicate that the course is not given for the current year.*
- *The College does not guarantee to offer any course listed for which there is not a minimum registration of 10 students.*
- *A "Block" course is taught for the first half of a semester, five days a week. Student teaching under supervision is scheduled for the second half of either semester.*

SPECIAL STUDIES

Special studies courses are available in all departments in the following categories:

910 INDEPENDENT STUDY

A program of study involving a minimum of guidance and allowing truly autonomous study.

920 DIRECTED INDIVIDUAL STUDY

An individual course of study in an area selected and planned by a student in consultation with an instructor. Appropriate guidance provided by the instructor.

925 HONORS THESIS

930 COMMUNITY INTERNSHIP

An internship in practical work, permitted if the work has a basis in prior course work and involves intellectual analysis. Supervision by an instructor and by a representative of the agency or institution in which the work is done.

940-949 GROUP STUDY

A course on a special topic which is not already in the curriculum.

Special Studies courses are governed by the following procedures:

1. A course may be proposed by students or faculty.
2. Each course must have the approval of the head of the department in which credit is given.
3. Each course must have the approval of the dean of the College.
4. Approval for group study of special topics is granted on a one-semester basis.
5. An approved group study course is listed in the schedule of courses offered, and enrollment is through the usual procedures.
6. Approval for independent study, directed individual study, and community internship must be secured by each student by registration day of the semester during which the course is to be taken.
7. Up to four semester hours of credit may be granted for such courses.
8. The option may be pursued on multiple occasions.
9. Special studies courses may be designated for pass-fail grading by those persons responsible for approving them. A student may elect these in addition to her P-F options.

INTERDISCIPLINARY STUDIES

SEVERAL DEPARTMENTS INTERMITTENTLY OFFER opportunities for interdisciplinary study. These studies are designed to encourage synoptic thinking on themes that cut across several disciplines.

IDS 100 APPRECIATION OF FINE ARTS

A course designed to acquaint students primarily with the visual artist and the musician, the tools with which they work, and their means of personal expression. It will seek to establish the areas of similarity between the arts and to define those areas of individual uniqueness which each area of the arts possesses. Discussions of dance and theatre are also included. Counts as an elective in the humanities and fine arts. This course is a prerequisite to ART 744 and MUS 744.

3 hours

IDS 200 WOMEN'S ODYSSEY

This course offers an interdisciplinary exploration and explanation of the experiences of women, with attention to historical, cross-cultural, and minority perspectives. Its purpose is to integrate the connections between education, selfhood, career, and family and to address the problems confronting women in modern life. Counts as an elective in the humanities or in the social sciences.

Spring *3 hours*

CROSS-CULTURAL SKILLS MINOR

AN INTERDISCIPLINARY CROSS-CULTURAL SKILLS minor is available. This minor, which will be administered by the Director of International Studies, will serve a small but significant number of students who want to prepare themselves (and credential themselves) for international living and working. It is, by design, skill-oriented, distinguished from our international studies major/minor in its emphasis on foreign language and on international living, requiring significant measures of each. Each student will work out her individual program in consultation with the International Studies Director (who will be responsible for record keeping) and her adviser.

The requirements for a Cross-Cultural Skills minor are listed below:

I. CAP 950 — Awareness and Discovery or comparable course (3 hours)
II. Approved Study/Work Abroad (minimum eight consecutive weeks)
III. Foreign Language (6 hours in the same language, 300-level or above)
IV. Approved Global Perspective Electives (6 hours)
V. Approved International Perspective in the Major (3 hours)
VI. Portfolio (1 hour)
N.B. No more than 9 hours taken for credit for this minor can be used to meet any other major or minor requirements.

CAPSTONE STUDIES

A CAPSTONE COURSE SERVES AS A CULMINATING experience to the general education requirements, focusing on thinking processes, broad synthesis of content, and values in action. There are three major components:

1. Application of and reflection on critical thinking and communication skills;
2. A holistic overview of scientific and cultural changes in society; and
3. Action directed toward contemporary problems produced by these changes.

Students will assume their responsibilities as citizens as they work in groups to use critical thinking skills, knowledge acquired in general education and their majors, and personal values to study a problem and implement a small, concrete, complete outcome. Prerequisites: Minimum 75 credit hours completed at the time of registration. (Recommended: At least 12 credit hours completed in the major.) Capstone courses are eligible for letter grading only; no pass/fail option.

CAP 400 HUMAN HORIZONS: PAST AND FUTURE

A historical overview of cultural evolution provides a framework in which humans are viewed as unique among animals, because animals adapt to the world while humans adapt the world to themselves. Students review major advances in the sciences, the arts, and society. The emphasis is on examining the interaction between the social and moral climate with scientific and technological advances. After examining how humans have altered their world in the past, students work in task forces to question how humans are currently changing the world, and the resultant benefits, risks, and dilemmas.

3 hours

Note: Check current registration information for additional course offerings.

CAP 401 LIVING REVOLUTION

This course examines revolutionary developments that have transformed pat human experiences and continue to affect contemporary life. Students explore revolutionary shifts in world views, lifestyles, and social institutions and consider the comprehensiveness of change. The course focuses on some of the major forces and figures responsible for the scientific, economic, political, ideological, and ecological realities we currently face. The study of past revolutionary circumstances and of contemporary challenges prepares students to protect or protest aspects of their own society.

3 hours

CAP 402 THE POWER OF LITERACY

A course designed to acquaint the student with the social and intellectual implications of literacy. Literacy and illiteracy will be examined in historical, philosophical, scientific, and contemporary contexts. Various types of functional illiteracy will be explored, including computer or technological literacy, mathematical illiteracy (innumeracy), etc. In addition, each student will read a classic work in her own major field, and will participate in discussions of her text with classmates from other disciplines. Students will be required to examine their knowledge, skills, and values in relations to course content and devise a means of acting upon them. There is a strong emphasis throughout the course on synthesis of information and thinking skills. Students completing the courses should become more sophisticated readers and listeners.

3 hours

CAP 403 MOTHER EARTH

This course is an examination of the interactions of humans with and within our natural environment. We will discuss environmental issues such as waste disposal, habitat destruction, and pesticide use, in the context of learning how to critically analyze the problems, consider possible options, and make educated decisions involving these issues. In this regard, we will examine these issues from multiple perspectives, including ecological significance, historical background, political and economic considerations, and societal impact. Students will be encouraged to ask questions and explore issues from the basis of their own concerns, interests, and knowledge. In addition, the relationships between nature and art, literature, and religion will also be studied, and students will be encouraged to examine their own knowledge and skills and clarify their own values regarding nature. Activities such as outdoor trips, reading from classic and contemporary literature, and group action projects will be focused toward understanding how natural processes and human-imposed processes shape our Mother Earth.

3 hours

CAP 404 CONFLICT AND HUMANITY

This capstone course is a study of human nature, its origin and conflicts. Questions of human aggression will be analyzed in terms of explanations found in various theories of human origins. This course will begin with a preliminary exploration of methodologies — both humanistic and scientific perspectives. Major topics will include the origin and evolution of life, the relative importance of nature and nurture in shaping humanity, and the continuing debate over aggression and cooperation in human history. A principal course objective is an action project, which will engage the student in evaluation of a contemporary problem and active response toward its resolution.

3 hours

CAP 405 COMING OF AGE IN THE MILKY WAY

This course will use astronomy as a theme to explore the human quest for knowledge of self and of nature. With students contributing from their own major fields and interests, we will take an interdisciplinary approach to examine how humans have understood and responded to celestial phenomena. In this process we will ask questions such as: By what models have various societies made sense of the physical universe? How have these models affected other areas of human knowledge and ourselves, our values, and our society? What are the limits of human knowledge and certainty? Our goal is for students and faculty to develop an ongoing examination of their knowledge and values that will in turn make their actions more conscious and consistent. (And yes — we will look through telescopes!)

3 hours

CAP 406 THE MYTHS WE LIVE BY

This course is an exploration of how we are shaped by the stories we tell, experience, hear, and live by. The intention is to assist students in gaining a better understanding of themselves, others, and the larger world. We will explore universal themes of freedom, pleasure, meaning, fulfillment, and desire through multicultural myths, fairy tales, folk tales, and stories. From these, students will critically examine underlying assumptions of cultural, historical, scientific, and theological world views and their implications from personal to global perspectives. Emphasis is on enabling students to understand the interaction between the stories we tell and how we think and act in our contemporary culture. The course culminates in group action projects. These provide the opportunity for students ro identify current cultural myths within both private and public spheres, understand their implications, create a plan of action, and work together to bring about change.

3 hours

Note: Check current registration information for additional course offerings.

CENTER FOR WOMEN IN THE ARTS

MEREDITH IS WIDELY RECOGNIZED AS A CENTER for Women in the Arts operating in an atmosphere of the arts, sciences, and humanities. Whether one is interested in pursuing a career in the arts, or simply likes the excitement visual and performing arts add to campus life, the variety of opportunities available in the arts at Meredith is extraordinary. Meredith offers undergraduate degree programs in the traditional arts areas of Visual Art, Music, Drama, and Dance, as well as Fashion Design and a fully accredited Interior Design program. Meredith has teaching licensure programs in art, music, dance, and drama and two graduate music degree programs. At the heart of education in the arts at Meredith is personal attention and individualized instruction to help each student explore her own artistic potential.

The Meredith calendar is filled with student and professional performances, lectures and exhibits, frequent field trips, and travel study opportunities both in the United States and abroad. With excellent facilities on campus, Meredith students also have access to the cultural resources available in Raleigh, the Capital City, and the entire Research Triangle Region.

WOMEN'S STUDIES

VARIOUS DEPARTMENTS INTERMITTENTLY OFFER courses which examine different facets of life as a woman. Some examples are women in history, the psychology of women, women in literature, and interdisciplinary courses. Individual studies are always available for students who have interests in particular areas.

Personal development seminars are offered from time to time in self-understanding, assertiveness, and decision making.

A minor in Women's Studies is available. For the requirements of this minor, see the listings in the Department of Sociology and Social Work.

CAREER STUDIES

CPS 101 CAREER PLANNING FOR FRESHMEN AND SOPHOMORES

This course offers first- and second-year students the opportunity, through interest, skill, and personal assessments, to explore possible choices of major study and career fields. Decision making, goal setting, resume writing, interviewing strategies, and professional development are among the topics presented and practiced. Pass-fail grading only.

1 hour

CPS 301 CAREER PLANNING FOR JUNIORS AND SENIORS

This course is designed to assist upper-level students in relating their chosen academic majors to career fields through self-assessment and occupational exploration. Skill-building activities are used to introduce students to specific job strategies, and to the concept of career development as a lifelong process. Pass-fail grading only.

1 hour

COE 302 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals alternating with or paralleling academic study. Prerequisites: Sophomore standing. 2.0 minimum GPA. Pass-fail grading only. The number of hours credit is determined by the number of hours worked. All work experience must by approved the Cooperative Education Director.

1 to 4 hours

COE 403 COOPERATIVE EDUCATION

Supervised professional employment related to student career goals. Prerequisite: COE 302. Pass-fail grading only. The number of hours credit is determined by the number of hours worked.

1 to 4 hours

ART

Associate Professor Bailey, ***Head;*** *Associate Professor Parker; Assistant Professors Banker, Fitz-Simons and Short; Instructors Mulvaney, Terry, and Rowland; Adjuncts Beatty, Givvines, Pearce, Pettus, Samuels, Scherr, and Springer; Greenberg, Emeritus*

THE STUDENT WHO STUDIES ART AT MEREDITH learns to function creatively in a variety of studio experiences and gains an understanding of the artistic productivity of human culture through the study of art history. Whenever possible, the student is expected to begin the studio program in her freshman year, though special provision may be made for transfer students. Transfer students should have portfolio review before registering for art classes.

All art majors are required to complete a core curriculum of 20 credit hours. The addition of six hours in art history, six hours in studio art, and six elective hours in upper-level studio courses meets the minimum requirement of 38 hours in art for the Bachelor of Arts degree. If the student wishes to pursue specialized development in a particular area of art, she is encouraged to add a concentration in studio art, art history, graphic design, or art education to her art major. Internships are available and encouraged for art majors. Through special studies courses, arranged with individual faculty members, a student may add even greater depth of her program in a particular area of interest. Contract majors in art management, art history, and pre-art therapy are also possible for the student to arrange through appropriate faculty. Design and history courses in Interior Design and Fashion Design are cross-listed as art courses and may be used as elective courses to plan specialized concentrations in art.

The art department accepts AP credit in both art history and studio art. Portfolio review for possible waiver of entry level studio classes is available for the prospective student with art experience gained through their own life initiatives.

The art department offers classes scheduled at night on a rotating basis so that the student with daytime commitments can complete core curriculum requirements for a major. All art classes can be taken by the non-degree student on a space available basis through Continuing Education. Contact the art department for further information for all of these policies.

*— **Requirements for a Major***

The Core Curriculum

ART 100 Theory and Practice of Visual Arts	2
ART 101 Drawing I	3
ART 105 2-D Design	3

ART 106 Color Theory 3
ART 221 Art History Survey I 3
ART 222 Art History Survey II 3
ART 493 Senior Seminar 2
ART 494 Senior Project 1
TOTAL Core Hours 20

— Requirements for a Major in Art with No Concentration

I. The Core Curriculum 20
II. Art History 6
  ART 324 Topics in Modern (3)
  ART History Elective (3)
III. Studio 12
  ART 102 Drawing II (3)
  ART 107 3-D Design (3)
  Art Electives (6) (200 level or above)
TOTAL hours for the major 38

Studio Art

The Studio Art Concentration is designed for the student who intends to pursue the creation of visual art as a profession. The concentration provides preparation for her entrance into graduate school or into many entry level art positions. The student should begin the concentration by the first semester of the sophomore year in order to avoid delays in graduation and provide time for internships.

Requirements for a Major in Art with a Concentration in Studio Art:

I. The Core Curriculum 20
II. Art History 6
  ART 324 Topics in Modern Art History (3)
  Art History Elective (3)
III. Studio Art Concentration 21
  ART 102 Drawing II (3)
  ART 107 3-D Design (3)
  Studio Area Concentration (15)
TOTAL hours for the major 47

Graphic Design

The Graphic Design Concentration combines a background in traditional art media with computer design skills. The program is structured to help the student produce a professional portfolio that will allow her to pursue a position in graphic design or entrance into a graduate design program. Internships are strongly encouraged as a vital component of the graphic education process.

Requirements for a Major in Art with a Concentration in Graphic Design:

I. The Core Curriculum 20
II. ART 102 Drawing II 3
III. Graphic Design Concentration 28
  A. Required Courses 19
    ART 140 Introduction to Graphic Communications (3)
    ART 245 Typography and Layout (3)
    ART 247 Techniques of Illustration I (3)
    ART 230 Photography I (3)
    ART 341 Processes and Production (3)
    ART 440 Advertising Design, ART 441 Techniques of Illustration II, or ART 442 Publication Design (3)
    ART 490 Professional Design Studio (1)
  B. Related electives approved by faculty adviser..9

(Choose a minimum of 9 hours from the following list.):

  ART 231 Photography II (3)
  ART 301 Life Drawing (3)
  ART 330 Photographic Techniques and Processes (3)
  ART 440 Advertising Design (3)
  ART 441 Techniques of Illustration II (3)
  ART 442 Publication Design (3)
  ART 490 Professional Design Studio (1-2) (in addition to the required 1 credit hour)
  ART 930 Community Internship (2-4)
  ART 920 Directed Independent Study (1-3)
TOTAL hours for the major 51

Art History

The Art History Concentration is designed for students who wish to pursue careers where the major qualification is the knowledge and understanding of art history. The program provides preparation for graduate school or employment in various positions that focus on the management of art, i.e., museums, community-based arts organizations or commercial arts enterprises.

Art History Concentration requires Modern Art History and 12 additional hours of art history above the core.

Foreign language competency at an advanced level is recommended, especially if graduate study in art history is anticipated.

Three hours of history above the 100 level is also recommended. Other guided electives may be chosen.

Requirements for a Major in Art with a Concentration in Art History:

I. The Core Curriculum 20
II. Studio Art 3

ART 107 Three Dimensional Design.................3
III. Art History 15
ART 324 Topics in Modern Art History (3)
Art history courses beyond the core (12)
IV. Electives approved by faculty adviser..................9
TOTAL hours for the major......................................47

Art Education

The Art Education Licensure Concentration is designed for those students who wish to teach art as a profession. The College offers a program leading to the opportunity for K-12 art licensure in conjunction with the Department of Education. Ideally, the student should begin the program during the freshman year to accommodate the course requirements.

Requirements for a Major in Art with a Concentration in Art Education:

I. The Core Curriculum.....................................20
II. Art History 6
ART 324 Topics in Modern Art (3)
Art History Elective (3)
III. Studio 21
ART 102 Drawing II (3)
ART 107 3-D Design (3)
ART 210 Beginning Painting (3)
ART 260 Ceramics (3)
ART 265 Sculpture (3)
ART 270 Fiber or Metal Crafts (3)
ART 350 Printmaking (3)
IV. Professional Education....................................32
ART 734 Elementary School Methods (3)
ART 735 Middle School Methods (3)
ART 736 High School Methods (3)
EDU 232 Foundations (3)
EDU 234 Ed Psych (3)
PSY 210 Developmental or PSY 310 (3)
PSY 312 Exceptional (3)
SOC 335 Ethnic Relations (3)
EDU 439 Student Teaching (6)
EDU 441 Audio/Visual (1)
EDU 471 Reading (1)
TOTAL hours for the major......................................79

— Curriculum

Art History

ART 220 TOPICS IN NON-WESTERN ART

Rotating topics focusing on the art from non-western societies, such as India, Japan, China, and Africa. Study emphasizes the context of their cultures and comparisons to western art. May be repeated for credit.
Spring *3 hours*

ART 221 SURVEY OF WESTERN ART — PREHISTORY-GOTHIC

A survey of the history of western architecture, sculpture, and painting and their cultural context from prehistory through the Gothic period. Open to all students as a humanities and fine arts elective.
Fall *3 hours*

ART 222 SURVEY OF WESTERN ART HISTORY — EARLY RENAISSANCE–PRESENT

A survey of the history of western architecture, sculpture, and painting and their cultural context from Giotto through contemporary art. Open to all students as a humanities and fine arts elective.
Spring *3 hours*

ART 323 TOPICS IN ART HISTORY

Designed to provide a variety of specific upper-level art history studies. Topics are chosen from three major periods: ancient (prehistoric-late Roman), medieval (early Christian-Gothic), renaissance (1250-1750). May be repeated for credit. Prerequisites: ART 221 or 222 or by permission.
Spring *3 hours*

ART 324 TOPICS IN MODERN ART HISTORY

A variety of subjects related to art, women, and contemporary issues will be addressed. Topics are on a three-semester rotation and may be repeated for credit. Prerequisites: ART 221 or 222 or by permission.
Fall *3 hours*

Studio Art

(Studio fees are assessed for most studio courses.)

ART 100 THEORY AND PRACTICE OF THE VISUAL ARTS

Concepts and theories inherent in the visual arts are encountered and discussed with practical application through studio projects and papers. Careers are discussed by professional artists and designers in their work spaces.
Fall *2 hours*

ART 101 DRAWING I

A study of basic drawing fundamentals and relationships within the pictorial composition. Six studio hours per week.
3 hours

ART 102 DRAWING II

An extension of the concepts and techniques encountered in Beginning Drawing I. Color is introduced through various media. Prerequisite: ART 101. Six studio hours per week.
3 hours

ART 105 TWO-DIMENSIONAL DESIGN

An exploratory study of the basic elements and principles of two-dimensional design through creative image generation. Six studio hours per week.
3 hours

ART 106 COLOR THEORY

A study of the theory of color and light as perceived by the human eye. Color properties, systems, mixing, symbolism, and psychology are studied through experimentation with materials and visual elements used by the artist and designer. Prerequisite: ART 101 and ART 105. Six studio hours per week.

3 hours

ART 107 THREE-DIMENSIONAL DESIGN

The elements and principles of three-dimensional design will be explored through the study of natural and human-made structures. Basic construction processes and economical materials will be used to investigate structure and form. Prerequisite: ART 101 and 105. Six studio hours per week.

3 hours

ART 301 LIFE DRAWING

A study of the human figure through drawing from the live model. Anatomy, foreshortening, and expressive interpretation of the figure will be emphasized. Prerequisite: ART 101 or permission. May be repeated for credit. Six studio hours per week.

3 hours

ART 210 PAINTING I

An introduction to basic painting techniques and media. Oil and water color are offered in alternating years. Six studio hours per week..

3 hours

ART 310 PAINTING II

An extension of the concepts and techniques encountered in ART 210 with an emphasis on individual production and experimental techniques. Prerequisite: ART 210. May be repeated for credit. Six studio hours per week.

3 hours

ART 230 PHOTOGRAPHY I

Introduces the use of the camera, lighting, and composition; darkroom techniques for developing b/w film, making contact prints and enlargements; print finishing and presentation. Emphasis upon the use of the photographic process as an artistic medium. Student must have a 35mm or 120 film size camera with adjustable focusing, shutter speeds, and lens openings.

3 hours

ART 231 PHOTOGRAPHY II

An extension of the concepts and techniques encountered in ART 230, with an emphasis on the pursuit of photography as a fine art form. Prerequisite: ART 230. Six studio hours per week.

Spring *3 hours*

ART 330 PHOTOGRAPHIC TECHNIQUES AND PROCESSES

The emphasis in this course will vary by semester through exploration of different photographic techniques and processes. The student will work to achieve distinctive personal style for portfolio development. Prerequisite: ART 230. (ART 231 is **not** required to take this course.) May be repeated for credit. Six studio hours per week.

Fall *3 hours*

ART 140 INTRODUCTION TO GRAPHIC COMMUNICATION

An introduction to graphic communication concepts and applications, including design considerations, print production, and terminology necessary to effectively prepare simple visual communications. Project work will include the use of computers and page layout software to put concepts into practice. No prerequisites.

Fall *3 hours*

ART 245 TYPOGRAPHY AND LAYOUT

A study of the uses of typography and the composition of visual information. Through exercises and design projects, students will develop the ability to select and manipulate type and to compose various elements for visual impact and effective communication. Prerequisites: ART 101, 105, and 140. Six studio hours per week.

Spring *3 hours*

ART 247 TECHNIQUES OF ILLUSTRATION I

The development of technical rendering skills for the illustrator or designer using various media and materials, including ink, colored pencil, and marker. Prerequisites: ART 101, 105, 106, and either ART 102 or ID 243. Six studio hours per week.

3 hours

ART 341 PROCESSES AND PRODUCTION

Concepts and technical processes for preparing presentation comps and camera-ready mechanicals for print reproduction will be integrated with typography, layout, and visual presentation skills. Prerequisites: ART 230, 245. Six studio hours per week.

Fall *3 hours*

ART 490 PROFESSIONAL DESIGN STUDIO

Students will design printed materials within a designer/client relationship, including client interview and interaction, concept, design, presentation, mechanical, and print production supervision. Prerequisite: ART 341 or permission. May be repeated for credit. Six studio hours per week.

Fall *1 hour*

ART 440 ADVERTISING DESIGN

Visual concept generation and design development for persuasive advertising will be the emphasis of this course with further development of skills in visual communication. Prerequisite: ART 341. Six studio hours per week.

Spring *3 hours*

ART 441 TECHNIQUES OF ILLUSTRATION II

An introduction to new illustration media and techniques, as well as further exploration of those covered in ART 247. Emphasis will be on mastering skills, creating a professional portfolio and understanding the business aspects of illustration. Prerequisites: ART 247 and 341 or permission. Six studio hours per week.

Spring *3 hours*

ART 442 PUBLICATION DESIGN

Developing and executing visual concepts for publications such as magazines, booklets, and newsletters will be the emphasis in this course. Aesthetics, terminology, technical considerations, and material will be covered. Prerequisite: ART 341. Six studio hours per week.

Fall *3 hours*

ART 350 PRINTMAKING I

Emphasis on: intaglio and relief processes, which may include etching, woodcut, linoleum, and experiments in monoprint and monotype. Prerequisites: ART 101 and 102 or permission. Six studio hours per week.

Spring *3 hours*

ART 351 PRINTMAKING II

Editions produced by incorporating Intaglio and/or relief multi-plate techniques. Six studio hours per week. Prerequisites: ART 101, 102, and 350. May be repeated for credit.

3 hours

ART 260 CERAMICS I

Basic understanding of construction in clay is accomplished through hand building, throwing on the wheel, and experimental techniques. Glazing and firing are integral elements of the course. Six studio hours per week.

3 hours

ART 361 CERAMICS II

An extension of the techniques and concepts encountered in ART 260. Emphasis will be placed on gaining depth of experience and a personal approach. Prerequisite: ART 260. May be repeated for credit. Six studio hours per week.

Spring *3 hours*

ART 265 SCULPTURE

An introduction to sculptural concepts through modeling, carving, casting, and assembling media. Prerequisites: ART 101 and 107. Six studio hours per week.

Spring *3 hours*

ART 270 FIBER OR METAL CRAFTS

Fiber crafts: an introduction to various fabric construction and embellishment techniques, including woven, non-woven, and surface design processes.

Metal crafts: an introduction to design and production in metal. Techniques, such as cloisonne, enameling, fabrication, casting, and surface embellishment will be examined. May be repeated for credit. Prerequisite: ART 105. Six studio hours per week.

Fall *3 hours*

Art Education

ART 734 THEORY AND METHODS OF TEACHING ART IN THE ELEMENTARY SCHOOL PRE-K-5 (for art majors)

A study of the development of art education in American elementary schools. The relationship between creative behavior and child growth through the visual arts is developed through research, practicum situations, and early field experience. Methods for teaching exceptional children are also studied. Curriculum development is an integral part of the class. Prerequisites: 12 hours in art. May not be counted in the core or toward general education requirements. Offered in rotation with ART 735, 736.

3 hours

ART 735 THEORY AND METHODS OF TEACHING ART IN THE MIDDLE SCHOOL 6-8 (for art majors)

A study of teaching methodologies appropriate for middle school through research, practicum situations, and early field experience. Attention is given to adolescent development and its effect on creative visual development and the need for visual expression. Art health hazards and curriculum development are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 736.

3 hours

ART 736 THEORY AND METHODS OF TEACHING ART IN THE HIGH SCHOOL 9-12 (for art majors)

A study of traditional and experimental methods for teaching art in high school through research, practicum situations, and early field experience. Curriculum development and computer competencies are among topics covered. May not be counted toward general education requirements. Offered in rotation with ART 734, 735.

3 hours

ART 744 ART IN THE ELEMENTARY SCHOOL

Designed to provide an understanding of the role of art in society, in the school curriculum, and in child development. Emphasis on developing positive self-expression and creative thinking processes through the training of perceptual sensitivity. Lesson planning, media, methods, and techniques of evaluation are encountered through student arts activities. Correlation of creative art activities with the various academic subject areas is stressed. Programming for exceptional children in the mainstream class is also treated. May not be counted toward general education requirements. Prerequisite: IDS 100 or ART 221 or 222.

2 hours

Senior Requirements

ART 493 SENIOR SEMINAR

All art majors must complete this course prior to taking senior project. Students will continue research or studio work for their senior project. Seminar topics focus on the profession of art. Prerequisite: three years of art study. If you plan a December graduation, you should register for this class for the fall of the year before.

Fall *2 hours*

ART 494 SENIOR PROJECT

All senior art majors should register for this course in the last semester of the senior year. The student will produce an exhibition of her art work, prepare a professional design portfolio, or write a research paper on an art-related subject. Graduation is dependent upon successful demonstration of proficiency and expertise through the completion of this course. Prerequisite: ART 493.

1 hour

Cross-Listed Courses

Interior Design

ART 142 —ID 142 History of Architectural Interiors and Furnishings
ART 144 —ID 144 Interior Design I
ART 243 —ID 243 Interior Design Drafting and Presentation Skills
ART 244 —ID 244 Interior Design II
ART 247 —ID 247 Computer-Aided Design
ART 344 —ID 344 Interior Design III
ART 444 —ID 444 Interior Design IV
ART 447 —ID 447 Contract Interior Design

Clothing and Fashion Merchandising

ART 315 —CFM 315 History of Costume
ART 415 —CFM 415 Draping
ART 417 —CFM 417 Apparel Design

BIOLOGY AND HEALTH SCIENCES

Associate Professor Smith, ***Head;*** *Professors Grimes and Reid; Associate Professor Swab; Assistant Professor Wolfinger; Adjunct Cuffney.*

THE DEPARTMENT OF BIOLOGY AND HEALTH Sciences meets the needs of the liberal arts student with introductory courses providing a contemporary molecular basis which relates the field to the physical sciences, nutrition, and other disciplines. Advanced courses provide opportunities for in-depth exposure to many areas of the biological sciences.

Goals of the department are as follows:

- to achieve a level of scientific literacy and analytical ability among students which will prepare them to be responsible members of the biosphere,
- to encourage students to apply their knowledge of science to their personal lives and in their role as citizens,
- to encourage students to apply the logic learned in the study of science in developing a sound value system and philosophy.

The Department of Biology and Health Sciences also seeks to provide for its majors and minors a strong academic program in the biological and health sciences, which will prepare them for employment, post-graduate studies, and decision-making roles as informed members of society.

Pre-professional advising for medicine, dentistry, pharmacy, and veterinary medicine is also available in the Department.

— Requirements for a Major

BACHELOR OF ARTS — Biology

Thirty semester hours in biology, 12 semester hours in chemistry, and at least four hours in mathematics are required in this degree program.

Required courses:

I. BIO 101, 141, 102, 142, 334, 344, and
One course from each of the following:
  A. BIO 331 and 341 or 231
  B. BIO 222 and 242 or 214 and 245
  C. BIO 211 and 241, 311 and 346, or 234 and 244
  D. BIO 321 and 345 or 322 and 342
II. CHE 111, 141, 112, 142, 221, and 241
III. MAT 211
IV. Biology electives — 3 hours

BACHELOR OF SCIENCE — Biology

Thirty-six semester hours in biology, 16 semester hours in chemistry, eight hours in physics, and a minimum of seven hours in mathematics are required in this degree program.

Required courses:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
One course from each of the following:
A. BIO 499 or special studies to total two hours
B. BIO 321 and 345* or 436 and 446
C. BIO 222 and 242 or 214 and 245
D. BIO 323 and 343 or 322 and 342
E. BIO 211 and 241, or 311 and 346, or 234 and 244
II. CHE 111, 141, 112, 142, 221, and 241 and
One course from:
CHE 222 and 242 or 436 and 446**
III. PHY 211, 241, 212, 242
IV. MAT 211 and
One course from:
MAT 212 or 245
V. Biology electives — 2 hours

BACHELOR OF SCIENCE — Biology with concentration in Environmental Science

Thrity-six semester hours in biology, 16 semester hours in chemistry, 8 hours in physics, 3-4 hours in geography, and a minimum of 7 hours in mathematics are required in this concentration.

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 211, 241, 222, 242, 234, 244, 331, 341, 334, 344, and 325.
II. CHE 111, 141, 112, 142, 221, 241, and
One course from:
CHE 222 and 242 or 350
III. PHY 211, 241, 212, 242
IV. GEO 204 or 236
V. MAT 211, 245
VI. Biology electives — 4 hours

BACHELOR OF SCIENCE — Medical Technology

Twenty-four semester hours in biology, 16 semester hours in chemistry, and at least four hours in mathematics are required in the program at Meredith before entering Duke University for the completion of the program. A student must have completed 98 semester hours at Meredith before entering Duke. *(See General Education Requirements.)*

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, and
One course from each of the following:
A. BIO 322 and 342 or 321 and 345
B. BIO 222 and 242 or 214 and 245
II. CHE 111, 141, 112, 142, 221, and 241 and
One course from:
CHE 222 and 242, or 436 and 446
III. MAT 211

The student must complete the medical technology program at Duke University Medical Center.

BACHELOR OF SCIENCE — Health Science

This program requires twenty semester hours in biology plus prerequisite courses and a concentration of a minimum of 18 hours in one of the following: chemistry, food and nutrition, or psychology. A student must have completed 101 semester hours at Meredith before entering Bowman Gray School of Medicine. She must also have completed a minimum of 1000 hours of clinical experience through community internships, co-op programs, or as a volunteer. *(See General Education Requirements.)*

Required courses at Meredith:

I. BIO 101, 141, 102, 142, 331, 341, 334, 344, 322, and 342
II. Concentration of a minimum of 18 hours in one of the following areas:
CHE 111, 141, 112, 142, 221, 241, 222, 242, and PHY 211, 241, 212, and 242.
FN 124, 227, 428, 429 and electives to total 18 hours
PSY 100, 200, 210, 312, 322, and 330

The student must also successfully complete the first year of the Physician Assistant program at Bowman-Gray School of Medicine.

— *Requirements for a Minor*

Twenty hours of biology, including BIO 101, 141, 102, 142, and 12 hours in upper division biology courses are required for a minor.

— *Curriculum*

BIO 101 GENERAL BIOLOGY I

A course presenting a number of the central principles of biology and relating them to everyday experience. Areas of study include biology at the cellular and subcellular levels, vertebrate physiology and anatomy, and biology of the flowering plants. Three lectures per week.

---

* Students who choose BIO 321 may not choose 322 and 342.

** BIO 436 and 446 is the same course as CHE 436 and 446.

3 hours

BIO 141 GENERAL BIOLOGY I LABORATORY

Laboratory exercises designed to illustrate the principles considered in BIO 101. Topics include cell biology and the anatomy and physiology of vertebrate animals and flowering plants. Dissection of preserved material may be required: Corequisite or Prerequisite: BIO 101. Meets two hours per week.

1 hour

BIO 102 GENERAL BIOLOGY II

A continuation of general biology. This course provides the student with an introduction to the diversity of life through a survey of the kingdoms and an introduction to genetics and ecology. Emphasis is on both basic biological principles and applied topics related to these principles. Prerequisites: BIO 101 and 141. Corequisite: BIO 142. Three lectures per week.

3 hours

BIO 142 GENERAL BIOLOGY II LABORATORY

A selection of laboratory exercises designed to illustrate the basic principles presented in BIO 102. The exercises include the study of representative organisms of the groups studied in lecture. Dissection of preserved invertebrate animals is required. Prerequisites: BIO 101 and 141. Corequisite: BIO 102. Meets two hours per week.

1 hour

BIO 211 PLANT BIOLOGY

A plant science course which emphasizes seed plant anatomy, morphology, physiology, and systematics, but surveys all other plant groups as well as Fungi and algae. Prerequisite: BIO 101, 141, 102, and 142. Corequisite: BIO 241. Three lectures per week.

Fall, even-numbered years *3 hours*

BIO 241 PLANT BIOLOGY LABORATORY

Laboratory study of plants to illustrate and supplement lecture material presented in BIO 211. Laboratory exercises will deal with life cycles and morphology of the major groups of the plant kingdom, anatomy and morphology of higher plants, and experiments in plant physiology. Corequisite: BIO 211. Three laboratory or field trip hours per week.

1 hour

BIO 214 PARASITOLOGY

A comprehensive investigation of protozoan, helminth, and arthropod parasites. Special emphasis is given to those of medical and veterinary importance. For each parasitic organism, consideration will be given to taxonomy, morphology, life cycle, ecology, geographic distribution, host-parasite interaction, and pathology. In addition, the social, cultural, and economic aspects of human parasitic disease are considered. Prerequisites: BIO 101, 141, 102, and 142. BIO 222 recommended. Corequisite: BIO 245. Three lectures per week.

Spring, odd-numbered years *3 hours*

BIO 245 PARASITOLOGY LABORATORY

Students examine prepared slides, living specimens, and preserved specimens of parasitic animals. The techniques of parasitology are covered, including egg sedimentation, life cycle studies, animal necropsy, specimen fixation, slide preparation, and the use of taxonomic keys. Corequisite: BIO 214. Three laboratory hours per week.

1 hour

BIO 222 INVERTEBRATE ZOOLOGY

A comparative phylogenetic study of invertebrate animals. For each group, structural and functional consideration will be given to systems of maintenance, activity, and continuity. The ecological and economic importance of invertebrates is emphasized. Prerequisites: BIO 101, 141,102, and 142. Corequisite: BIO 242. Three lectures per week.

Spring *2 hours*

BIO 242 INVERTEBRATE ZOOLOGY LABORATORY

Laboratory studies include specific reference to classification, structure, function, ecology, and phylogeny of the major invertebrate phyla. Special emphasis is placed on the observation of living animals. Students are required to rear or culture several species of invertebrates. In addition, experience in using and constructing dichotomous keys will be given. Corequisite: BIO 222. Three laboratory hours per week.

2 hours

BIO 231 FOUNDATIONS OF GENETICS

A presentation of the basic concepts of genetics, emphasizing Mendelian inheritance as a background for discussions of molecular aspects of gene function. Examples for these lectures will include human as well as other animal, plant, and microbial systems. Prerequisites: BIO 101, 141, 102, and 142 or equivalent. Recommended, MAT 110 or equivalent.

Fall, odd-numbered years *3 hours*

BIO 234 PRINCIPLES OF ECOLOGY

A study of the interactions between plants and animals and their environments. The effects of environmental factors on living systems are considered at the individual, population, and community levels. Prerequisites: BIO 101,141. Corequisite: BIO 244. Three lectures per week.

Spring *3 hours*

BIO 244 PRINCIPLES OF ECOLOGY LABORATORY

Laboratory studies of ecosystems to supplement lecture material presented in BIO 234 and illustrate some techniques involved in current ecological studies. Laboratory exercises will combine studies of plant, animal, and environmental interactions with experimental manipulations of selected ecosystems. Corequisite: BIO 234. Three laboratory or field trip hours per week.

1 hour

BIO 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, experimental design strategies, laboratory recordkeeping, and principless of advanced methodologies. Prerequisite: Consent of instructor.

1 hour

BIO 311 HISTOLOGY

A survey of mammalian tissues and organs at the light and electron microscope level, and a review of the general principles of microscopy and microtechnique. A visual approach to the science is used. Prerequisites: BIO 101,141,102, and 142. BIO 321 recommended. Corequisite: BIO 346. Three lectures per week.

Spring, even-numbered years *3 hours*

BIO 346 HISTOLOGY LABORATORY

A light microscope survey of mammalian tissues and organs. Students study a comprehensive set of prepared slides and are responsible for tissue and organ recognition and critical interpretation. Students are introduced to the basics of microscopy and microtechnique. Corequisite: BIO 311. Three laboratory hours per week.

1 hour

BIO 321 COMPARATIVE VERTEBRATE ANATOMY

A course in the comparative morphology of protochordates and vertebrates. The sequence of study includes protochordate origin, vertebrate origin, vertebrate diversity, early embryology, and the comparative morphology of vertebrate organ systems. The evolutionary and developmental history of vertebrates will be of major importance. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 345. Three lectures per week.

Fall *2 hours*

BIO 345 COMPARATIVE VERTEBRATE ANATOMY LABORATORY

A vertebrate dissection course. A comparative systems approach is used in the detailed dissection of the lamprey, dogfish shark, mudpuppy, and cat. The course also includes the microscopic and gross examination of hemichordates and protochordates. Corequisite: BIO 321. Three laboratory hours per week.

2 hours

BIO 322 HUMAN ANATOMY AND PHYSIOLOGY

Study of the structure and function of the major tissues, organs, and organ systems of the human body. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 342. Three lectures per week.

Spring *3 hours*

BIO 342 HUMAN ANATOMY AND PHYSIOLOGY LABORATORY

Students examine the structures of the human body by use of models, charts, and dissection of preserved and fresh animal organs. Also, experiments are used to demonstrate functional aspects of the major organ systems. Corequisite: BIO 322. Three laboratory hours per week.

1 hour

BIO 331 GENETICS

A course designed to provide an understanding of the principles of classical, population, and molecular genetics and the relationship of these principles to human heredity, agriculture, evolution, and selected environmental problems. Prerequisites: BIO 101,141, 102, and 142. Recommended, MAT 110 or equivalent. Corequisite for biology majors: BIO 341. Three lectures per week.

Fall *3 hours*

BIO 341 GENETICS LABORATORY

Collection of laboratory exercises designed to provide some practical exposure to some of the general principles considered in Genetics, BIO 331. Laboratory work will be based upon a number of organisms including bacteria, fungi, higher plants, fruit flies, and man. Prerequisite: MAT 110 or equivalent. Corequisite: BIO 331. Three laboratory hours per week.

1 hour

BIO 323 VERTEBRATE PHYSIOLOGY

A comprehensive study of the principal processes involved in vertebrate cells, tissues, and organ systems, including circulation, respiration, excretion, acid-base and fluid balances, digestion, reproduction, and muscle-nerve coordination and integration. Anatomy is studied as necessary to understand the functions of the different systems. Prerequisites: BIO 101,141,102, and 142; CHE 111, 112. Corequisite: BIO 343. Three lectures per week.

Fall *3 hours*

BIO 343 VERTEBRATE PHYSIOLOGY LABORATORY

Includes experimentation in cellular physiology, blood analysis and circulation, respiration, excretion, and neuromuscular function. Some dissection of preserved and fresh animal organs is required as necessary to understand organ functions. Corequisite: BIO 323. Three laboratory hours per week.

1 hour

BIO 325 ENVIRONMENTAL SCIENCE

Application of biological and chemical principles to the study of the environment with emphasis on the diversity of methods used to study this broad field.

Prerequisites: BIO 101, 141, 102, 142; CHE 111, 112. Three class hours and three laboratory hours per week.
Fall, odd-numbered years *4 hours*

BIO 334 MICROBIOLOGY

A course designed to provide a general understanding of the structure and function of bacterial cell types along with the application of bacteriology to certain medical, food, environmental and industrial processes. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 344. Three lectures per week.
Spring *3 hours*

BIO 344 MICROBIOLOGY LABORATORY

A series of laboratory exercises chosen to acquaint students with procedures used in studying bacteria, including aseptic technique, culturing methods and staining techniques. Students isolate strains from natural habitats and also carry out exercises associated with food and medical microbiology. Prerequisites: BIO 101, 141, 102, and 142, and CHE 111, 112, and 221. Corequisite: BIO 334. Three laboratory hours per week.
1 hour

BIO 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour. Prerequisite: BIO 300 or consent of instructor.
1 to 3 hours

BIO 421 EMBRYOLOGY

Fundamental principles of embryological development in different animals, with special emphasis on fertilization, cleavage, germ layer formation, induction, and organogenesis. Prerequisites: BIO 101, 141, 102, and 142. Corequisite: BIO 441. Three lectures per week.
Fall, odd-numbered years *3 hours*

BIO 441 EMBRYOLOGY LABORATORY

A study of the principles of maturation and fertilization of eggs, organization and formation of germ layers and organ systems of diverse animals such as echinoderms, annelids, the frog, chick, and pig. Live material is used whenever possible, and histological techniques are used for preparation of individual slide sets. Corequisite: 421. Three laboratory hours per week.
1 hour

BIO 436 BIOCHEMISTRY

A study of the chemistry of biological systems including metabolic interrelationships, reaction rates, control mechanisms, and integration of these reactions within the structural framework of the cell. Prerequisite: CHE through 221, and BIO 101, 141. Also offered as CHE 436. Three lectures per week.
Spring *3 hours*

BIO 446 BIOCHEMISTRY LABORATORY

A collection of laboratory exercises designed to provide practical exposure to some of the general principles and methodology of biochemistry. Techniques include photometry, polarimetry, electrophoresis, centrifugation, and various chromatographic techniques. Corequisite: BIO or CHE 436. Three laboratory hours per week.
1 hour

BIO 499 SEMINAR

May be taken for credit both junior and senior years. Offered for pass-fail grading only.
Spring *1 hour*

SCI 764 THE TEACHING OF SCIENCE

A course for students seeking teacher licensure in science (6-9) or biology (9-12). Students are introduced to the specific methods used in science teaching. Both the theoretical and the practical aspects of teaching science in the middle and secondary schools are stressed. Information on safety practices is given. Emphasis is placed on the importance of demonstration and laboratory work in science classes, on understanding and making effective use of objectives, and on individualizing science instruction. Three lectures per week.
Spring *3 hours*

Under Cooperating Raleigh Colleges, there are additional courses available at North Carolina State University in genetics, botany, zoology, and microbiology which may be of interest to biology majors.

Students who wish advanced study or research in biology should consult with the department head and arrange for it through the special studies options listed on page 59.

BUSINESS AND ECONOMICS

Irving H. Wainwright Professor of Business Oatsvall, ***Head;*** *Professor Johnson; Associate Professors Ammann, Bledsoe, Chappell, Crew, Spencer, Wakeman and Wessels; Assistant Professors Lippard and Shuey; Instructor Hanner; Adjuncts Behrman, Best, Johnston, Ligon, Smart, Spanton and Steele.*

THE DEPARTMENT OFFERS A B.S. DEGREE WITH A major in accounting, a B.S. degree with a major in International Business, and a B.S. degree with a major in business administration with concentrations in economics, management, marketing, and human resource management; a B.A. degree with a major in economics; the Master of Business Administration (MBA); and a B.S./M.B.A. option for accounting majors. Students earning a second concentration must complete an additional 24 hours of course work that do not overlap the first concentration. With careful scheduling, including summers, it is possible for a student to complete all requirements within three years.

This B.S. degree with a major in business administration with a concentration in management is available during the evenings through Meredith After5.

— Requirements for a B.S. Degree with a Major in Accounting

Candidates for the Bachelor of Science degree in accounting must take 36 (or 37) hours in the prescribed core and at least 12 additional hours of accounting, business, computer science, or other approved electives.

The core consists of the following courses: ACC 230, 231, 333, 334, 335, 434; BUS 120 (or equivalency test), 346, 366, 490; ECO 210, 211; and MAT 245 (or equivalent).

Electives include: ACC 332, 435, 436, 437, 438; BUS 454 (or 457), 491, 494; and CSC 312.

In the five-year program, Meredith accounting students may begin taking graduate classes in their senior year and complete the M.B.A. in the summer and regular academic year following. The program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accounting (AICPA) and required in many states.

— Requirements for a B.S. Degree with a Major in Business Administration

Candidates for the Bachelor of Science degree in business administration must take 24 hours in a prescribed core and 24 additional hours in their chosen concentration.

The core consists of the following courses: ECO 210, 211; ACC 230, 231; BUS 346, 366, 490; and MAT 245 (or equivalent).

Concentrations

The *Economics Concentration* affords students an opportunity to develop an understanding of economic theory and its application in preparation for research, planning and management positions in business, financial institutions or government agencies. In addition to ECO 210 and 211 included in the core, students who elect this concentration must take ECO 310, 311, BUS 499 and 15 additional hours chosen from approved economics and business courses numbered 300 and above, or related courses approved by the department head.

The *Management Concentration* provides an opportunity for students to strengthen leadership and decision-making skills and to prepare for operational and staff positions in production, marketing, finance and other business fields. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 499 and 18 additional hours from accounting, business and economics courses numbered 300 and above, or related courses approved by the department head. (Note that ECO 374 does not count toward the major.)

The *Marketing Concentration* permits students to focus on those content areas most likely to enhance access to entry-level marketing positions such as direct selling, marketing research, advertising, and marketing planning. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 465, and 499 and 15 additional hours selected from BUS 448, 454, 461, 466, 467, 468, 469, 480, 491,494, ECO 311, or related courses approved by the department head.

The *Human Resource Management Concentration* provides an opportunity for students to focus on those courses which will strengthen their skills in various areas of human resource management. In addition to the core courses, students who elect this concentration must take ACC 332, BUS 446, 447, 449, 480 (must be a human resource internship), 499 and 6 additional hours chosen from BUS 448, 450, 454, ECO 335, 364, SOC 335 and PSY 422, or related courses approved by the department head.

— Requirements for a B.S. Degree with a Major in International Business

Candidates for the Bachelor of Science degree in International Business must take 30 hours in a prescribed core and 21 additional hours from a specified list; in addition, they must complete a co-requirement of a language minor.

The core consists of the following courses: ACC 230, 231, 332; BUS 346, 366, 490, 499; ECO 210, 211; and MAT 245 (or equivalent). The elective 21 hours must be as follows: BUS 410, 469; ECO 434; REL 248; GEO 302 or 368; POL 210 or 204; and one course in contemporary area studies, e.g., HIS 308 or HIS 224 (or others as approved). The language minor must be a spoken language.

Minors

The department also offers minors of 21 hours each in accounting, business administration, economics, finance, management, and marketing; these minors are available to complement majors in other departments only.

The Accounting Minor includes a core of ACC 230, 231,334, 335, and any three electives chosen from ACC 332, 333, 434, 435, 436, 437, 438; or BUS 454 or 457, 491.

The Business Administration Minor includes a core of ACC 230, BUS 346, ECO 210, 211, and any three electives chosen from ACC 231, BUS 366, 410, 448, 454, 490, ECO 310 or 311.

The Economics Minor includes a core of ECO 210, 211, 310, 311, and any three electives chosen from ECO 324, 335, 364, 434, 435, 455, 456, BUS 461, 490, 491, 492, or 494.

The Finance Minor includes a core of ACC 230, 231, BUS 490, 491, ECO 211, and 311, and one elective chosen from ACC 332, 333, 334, 335, BUS 492, 494, ECO 210, 455, or 456.

The Management Minor includes a core of ACC 230, BUS 346, 366, 446, 448, ECO 211, and one elective chosen from ACC 231, BUS 384, 410, 466, 468, 469, ECO 210 or 364.

The Marketing Minor includes a core of ACC 230, BUS 346, 366, 465, 468, ECO 211, and one elective chosen from ACC 231, BUS 384, 454, 461, 466, 467, 469, ECO 210 or 311.

The *Human Resource Management Minor* includes a core of ACC 230, BUS 346, 446, 447, 449, ECO 211, and one elective chosen from BUS 448, 450 or 480 (must be a human resource management internship).

— Requirements for B.A. Degree with a Major in Economics

Candidates for the Bachelor of Arts Degree in Economics must take 15 hours in the prescribed core of ECO 210, 211, 310, 311, MAT 245, and 15 more hours in approved economics or related courses for a total of 30 hours. Students in the major, particularly those planning to pursue graduate studies, are urged to take MAT 211 as well.

— Requirements for Master of Business Administration Degree

Details of the M.B.A. program are published in a separate graduate catalogue. Information is available from the department office or from the graduate school office.

A special five-year program is available for those majoring in accounting. A qualified student may begin taking graduate classes during her senior year and would complete both the B.S. and the M.B.A. after five years of study. This program is designed to meet the 150-hour education requirement for Certified Public Accountant (CPA) candidates as recommended by the American Institute of Certified Public Accountants (AICPA) and required in many states.

— Licensure

The department offers courses to prepare a student for the Basic Teaching License in Business Education, as defined by the North Carolina Department of Public Instruction. Students seeking teacher license pursue a specified series of additional courses. Students seeking licensure should consult the department head.

— Curriculum

Accounting

ACC 230 PRINCIPLES OF ACCOUNTING I

A study of basic accounting principles, accounting cycle, and preparation and interpretation of financial statements. Not recommended for freshmen.

3 hours

ACC 231 PRINCIPLES OF ACCOUNTING II

The application of accounting principles to partnerships and corporations, introduction to cost accounting; analysis of financial reports and statements. Prerequisite: ACC 230.

3 hours

ACC 332 MANAGERIAL ACCOUNTING

The analysis of financial data for managerial decision making; interpretation of accounting data for planning and controlling business activities. Prerequisite: ACC 231.

3 hours

ACC 333 COST ACCOUNTING

The analysis of cost factors and their relationships to production, emphasizing cost procedures and information systems; standard costs and variance analysis. Prerequisites: ACC 231 and 332 or 334. (ACC 332 is strongly recommended.)

Spring *3 hours*

ACC 334 INTERMEDIATE ACCOUNTING I

The development of corporate financial accounting theory and its application to in-depth problems of financial statement account valuation, analysis of working capital, and determination of net income. Also included is a study of the development of accounting concepts and principles; short-, intermediate- and long-term obligations; and investments. Prerequisite: ACC 231 with a C or better grade or with instructor's permission.

Fall *3 hours*

ACC 335 INTERMEDIATE ACCOUNTING II

A continuation of ACC 334, featuring topics such as income measurement and valuation issues related to stockholders' equity, long-term liabilities, special sales methods, investments, accounting changes, and pensions. Related professional literature will be analyzed. Prerequisite: ACC 334 with a C or better grade.

Spring *3 hours*

ACC 434 FEDERAL TAXATION OF INDIVIDUALS

A comprehensive interpretation and application of the federal income tax code as it pertains to the determination of taxable income and computation of tax liability for individuals. Prerequisite: ACC 231.

Fall *3 hours*

ACC 435 FEDERAL TAXATION OF CORPORATIONS AND PARTNERSHIPS

A comprehensive interpretation, analysis, and application of the federal income tax code as it pertains to the determination of taxable income and tax liability for corporations, partnerships, estates and trusts. Prerequisite: ACC 434.

Spring *3 hours*

ACC 436 SELECTED TOPICS IN ACCOUNTING

A study of professional presentation and disclosure requirements related to: dilutive securities, deferred compensation plans, leases, foreign currency transactions and translation, income tax allocations, and statement of cash flows; discussion of new and pending pronouncements by the Financial Accounting Standards Board. Prerequisite: ACC 335.

Fall *3 hours*

ACC 437 ADVANCED ACCOUNTING

A study of financial accounting for complex business relationships, including business combinations and consolidated financial statements. Also included is a study of governmental and non-profit accounting for state and local governments, hospitals, universities and voluntary health and welfare organizations. Prerequisite: ACC 335.

Fall *3 hours*

ACC 438 AUDITING

A study of auditing theory, practices, and procedures encompassing audit objectives, standards, evidence, internal control, professional ethics, and legal responsibility. Related materials of professional importance will be used. Prerequisite: ACC 335 or permission of instructor.

Spring *4 hours*

Economics

ECO 210 MACROECONOMIC PRINCIPLES

A study of the macroeconomic principles underlying the current American economic system, including organization for production, distribution of income, business cycles, national income determination, and monetary and fiscal policies.

3 hours

ECO 211 MICROECONOMIC PRINCIPLES

A study of market structures, profit maximization, consumer demand, resource demand and pricing, resource allocation, and consumer responsiveness to price changes.

3 hours

ECO 310 AGGREGATE ECONOMIC ANALYSIS

An intermediate level analysis of national income and employment determination, theories of economic growth and fluctuation, techniques and problems of monetary and fiscal policies to achieve macroeconomic goals of full employment, price stability, economic growth, and balance of payment equilibrium. Prerequisite: ECO 210.

Fall *3 hours*

ECO 311 PRICE THEORY

A study of resource allocation, consumer utility maximization, elasticity, resource demand, and profit maximization under different market structures. Prerequisite: ECO 211.

Spring *3 hours*

ECO 324 HISTORY OF ECONOMIC THOUGHT

A critical analysis of the development of economic ideas and philosophies, their origins and institutional framework, with primary emphasis on the interpretative study of outstanding economists of the past whose contributions have significance for contemporary economic theory. Prerequisites: ECO 210 and 211.

Fall, odd-numbered years (if sufficient demand) *3 hours*

ECO 335 GENDER AND THE ECONOMY

An examination of the economic consequences of the shift of women into the labor force and the changing roles of men and women. Prerequisite: ECO 211.

Fall, odd-numbered years *3 hours*

ECO 364 LABOR ECONOMICS

An analysis of American labor in a changing economic and social order; special emphasis on labor history, labor organizations, collective bargaining, labor legislation, and the economics of wage determination,

Prerequisites: ECO 210 and 211.
Fall, even-numbered years *3 hours*

ECO 374 CONSUMER ECONOMICS

An analysis of consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. No credit given in major for accounting, business, or economics. Also offered as HEC 374.
3 hours

ECO 434 INTERNATIONAL ECONOMICS

A study of the foundations of international trade theory; development of international economic policies; foreign exchange and payments systems; and international institutions supporting trade, with special emphasis on the role of multinational corporations and common markets. Prerequisites: ECO 210 and 211.
Fall, odd-numbered years *3 hours*

ECO 435 COMPARATIVE ECONOMIC SYSTEMS

An analysis of the economic systems of capitalism, socialism, and their variants; and an evaluation of those systems as a means of fulfilling basic economic goals. Special attention will be given to a comparison of the present economies of the United States, the former U.S.S.R., Great Britain, Japan, China, India, and the European Union countries. Prerequisites: ECO 210 and 211.
Spring, even-numbered years (if sufficient demand) *3 hours*

ECO 455 MONEY AND BANKING

A study of contemporary monetary theory and policy, including an examination of the value and purchasing power of money; the role of commercial banks; the central banking system and its monetary controls; and the relationship among prices, production, employment, and economic growth. Prerequisites: ECO 210 and 211.
Spring *3 hours*

ECO 456 PUBLIC FINANCE

A study of the principles of taxation and the budgetary expenditure process; the role of government in the allocation of resources, stabilization of the economy, income redistribution, and debt management. Prerequisites: ECO 210 and 211.
Spring, even-numbered years *3 hours*

Finance

BUS 490 CORPORATION FINANCE

A study of the principles of optimal financial policy in the acquisition and management of funds by the profit maximizing firm; the application of theory to financial decisions involving cash flows, capital structure, and capital budgeting. prerequisites: ECO 211, ACC 231, and MAT 245.
3 hours

BUS 491 INTERMEDIATE FINANCIAL MANAGEMENT

An in-depth study of the applications of theory to financial decisions involving optimal capital structure, capital budgeting criteria, and long- and short-term financing. Prerequisite: BUS 490.
Spring *3 hours*

BUS 492 INVESTMENT ANALYSIS AND PORTFOLIO MANAGEMENT

A study of the theory and practice of portfolio management; analysis of securities; risk evaluation; alternative investment opportunities; and optimizing behavior of the individual investor. Prerequisite: BUS 490.
Fall *3 hours*

Marketing

BUS 366 PRINCIPLES OF MARKETING

An introduction to the principles, institutions, and techniques associated with the distribution of goods and services from the producer to the consumer. Not open to freshmen.
3 hours

BUS 461 CONSUMER BEHAVIOR

A study of the impact of such factors as personality, motivation, perception, learning, attitudes, cultural and social influences, and life-style changes on buying behavior. A review of sociological, psychological, and economic models of behavior will be included. Prerequisite: BUS 366
Fall *3 hours*

BUS 465 MARKETING RESEARCH

An examination and application of the process of planning a research project, gathering and analyzing secondary and primary data, and reporting (in writing and orally) the results for decision-making purposes. Applicable to those interested in social and behavioral sciences as well as business. Prerequisites: BUS 366 and MAT 245 or equivalent.
Fall *3 hours*

BUS 466 SALES MANAGEMENT

An analysis of professional selling practices with emphasis on the selling process and sales management. It will include the foundations of selling, the selling process, the difference in selling to organizational customers and to the ultimate consumer, and the management of the sales function. Students will be required to make several presentations. Prerequisites: BUS 346 and 366.
3 hours

BUS 467 ADVERTISING AND SALES PROMOTION

An examination of the creative process, from strategy to execution, of advertising and promotional materials. Students will be required to develop the strategies, media plans, and draft executions of advertising and promotion materials. Prerequisites: BUS 346 and 366.
3 hours

BUS 468 MARKETING MANAGEMENT AND PLANNING

A study of the management and planning required for the development of marketing plans for products and services; a disciplined analysis of the needs, wants, perceptions, and preferences of markets as the basis for setting objectives and developing the plans to accomplish them. Students will be required to develop and present marketing plans for organizations. Prerequisites: BUS 346 and 366.

3 hours

BUS 469 INTERNATIONAL MARKETING

An examination of the economic, political, legal, and social constraints on marketing abroad and an analysis of the management and operational strategies of firms engaged in international marketing. Special emphasis is on differences between start-up operations and established multinational firms. Prerequisite: BUS 366.

Fall, even years *3 hours*

Management

BUS 110 FUNDAMENTALS OF BUSINESS

A survey of business, introducing major operations of a firm, including marketing, production, finance, and human resource management. This course also examines the economic, social, and political environment of business. May not be counted toward major in the department. (Not open to junior or senior majors in the Department of Business and Economics.)

3 hours

BUS 120 SPREAD SHEETS

An introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as LOTUS 1-2-3, Excel, or Quatro Pro. Also offered as CIS 120. Pass-fail grading.

1 hours

BUS 346 PRINCIPLES OF MANAGEMENT

An introduction to the theory and application of management principles, skills and functions in the achievement of organizational efficiency and effectiveness. Not open to freshmen.

3 hours

BUS 384 BUSINESS COMMUNICATIONS

Preparation, composition, and analysis of formal business reports and letters, with emphasis on organization, grammar, and format. Skill building in oral communications through presentations and group decision-making exercises. Application of organizational thinking needed to solve communication problems encountered in the business setting.

3 hours

BUS 410 INTERNATIONAL BUSINESS

A study of the policies, institutions, and practices of international business and trade, with emphasis on the global integration of the United States' economy; international commercial and financial practices; international marketing and management techniques; differences in the cultural environment and customary business methods; and the role of multinational corporations. Prerequisites: BUS 346, BUS 366, and ECO 210.

Spring *3 hours*

BUS 446 HUMAN RESOURCE MANAGEMENT

An examination of the principles, practices, and underlying theories of human resource management in relation to employee selection, training, motivation, and remuneration; interpersonal and group relationships; manpower planning. Prerequisite: BUS 346.

3 hours

BUS 447 COMPENSATION AND BENEFITS

A study of the principles of compensation and benefits, job analysis and job evaluation, market surveys and their effects on pay structure, performance pay and incentives, benefits, services and the comparable worth issue. Prerequisite: BUS 446.

3 hours

BUS 448 ORGANIZATIONAL BEHAVIOR

An analysis of individual and work group characteristics and those organizational factors which influence individual behavior within the organizational setting. The concepts studied include individual differences, small group dynamics, job and system design, leadership, motivation, and communication. Prerequisite: BUS 346.

3 hours

BUS 449 TRAINING AND DEVELOPMENT

A study of the principles of training and development, training needs, assessment, training solutions to organizational problems, skill training, different training options, and ways of integrating new behavior and attitudes into the organizational system. Prerequisite: BUS 446.

3 hours

BUS 450 INDUSTRIAL RELATIONS

An examination of the U.S.A. management and labor relations from 1750 to present. Two distinct periods, one from 1750 to 1950 and the other from 1950 to present, are studied. Included are such factors as: history of the U.S. management and labor movement; labor and social legislation; and the union vs. non-union strategies. Approaches include lectures, field trips, videos, assigned readings and guest lectures. Prerequisites: BUS 346 and ECO 364 or permission of instructor.

3 hours

BUS 454 BUSINESS LAW I

An examination of the legal and regulatory environment of business, including ethics and the place of law in society.

Fall *3 hours*

BUS 457 BUSINESS LAW II

A study of the main principles of law affecting the conduct of trade and industry; focus is on business law topics which are tested on the CPA exam.

Spring *3 hours*

BUS 480 BUSINESS INTERNSHIP

Supervised experience in business or governmental institutions where work is related to student interest and concentration. Limited to senior majors. Can be taken only once. Pass-fail grading.

3 hours

BUS 494 DECISION ANALYSIS

An introduction to the techniques of quantitative analysis of data for business decisions. Major topics covered will include decision making under certainty and uncertainty, decision criteria, and linear programming. Prerequisites: MAT 245 and BUS 346.

Spring, even-numbered years (if sufficient demand) 3 hours

BUS 499 BUSINESS POLICY

An in-depth study of managerial policy formulation, strategies and problems, including the influence of economic, social, and governmental factors. Required for management, marketing, and economics concentrations. Prerequisites: ACC 332, BUS 346, and senior standing.

3 hours

Other

BUS 764 TEACHING OF BUSINESS

Methods and materials for teaching business subjects in the secondary school; attention given to the study of philosophy and the objectives of business education and the importance of planning and evaluation. May not be counted toward a major in the department.

Fall *3 hours*

Additional courses in business and economics are available through the Cooperating Raleigh Colleges.

Students who wish advanced study and research in business and economics should consult with the department head and arrange for it through the special studies options listed on page 59.

CHEMISTRY AND PHYSICAL SCIENCE

Professor Shiflett, ***Head;*** *Associate Professor Lewis; Assistant Professor Powell; Visiting Assistant Professor Hazard; Adjuncts Base and Luk.*

The overall goal of the Department of Chemistry and Physical Science is to provide academic programs which promote the development of personal values and of creative and analytical skills; which foster an understanding and appreciation of the natural sciences and which enhance opportunities for employment and/or additional education. The courses and programs offered by the department are designed to provide students with

- an appreciation and understanding of the scientific method as a tool for understanding nature and ourselves,
- opportunities to develop and improve problem solving skills,
- a basic knowledge of the various areas of the physical sciences and the career opportunities available in these sciences,
- opportunities to develop good laboratory skills,
- the knowledge and skills important in achieving career goals and in understanding the background involved in today's technological issues,
- familiarity with the scientific literature and current search techniques, and
- an awareness of the need for continued learning.

The department offers introductory courses in chemistry, physics, and physical geography to satisfy the general education needs of students. Students who desire more advanced study may choose a minor in chemistry, chemical physics, or they may pursue a major in chemistry leading to a B.A. or a B.S. degree.

The major in chemistry for the B.A. degree is designed to allow maximum flexibility. It is a good option for students treating chemistry as a second major. The major in chemistry for the B.S. degree has more specific requirements than does the major for the B.A. degree. A major in chemistry, in addition to providing a well-rounded education, specifically prepares students for graduate school, a career in the chemical industry, teaching, or a variety of health related fields such as dentistry, medicine, medical technology, pharmacy, or veterinary science.

Chemistry majors are strongly encouraged to enhance their professional training by participating in the Cooperative Education program.

The requirements for minors in chemistry and chemical physics are available in the departmental office.

— Requirements for a Major

CORE CURRICULUM

1. CHE 111,112, 221,222, 350, 499 (with corequisite labs)

2. PHY 211,212 (with corequisite labs)
3. MAT 211

BACHELOR OF ARTS

1. Core Curriculum
2. 9 additional hours in chemistry courses numbered 200 or above
3. 3 additional hours in mathematics numbered 200 or above

BACHELOR OF SCIENCE

1. Core Curriculum
2. 15 additional hours in chemistry courses numbered 200 or above and including CHE 420, 430, 440
3. MAT 212 and 6 additional hours in mathematics at the 200 level or above
4. BIO 101 or CSC 201

— *Curriculum*

Chemistry

CHE 111 GENERAL CHEMISTRY I

Fundamental concepts of chemistry, emphasizing stoichiometry, atomic and molecular structure, and chemical bonding. Three class hours per week. Corequisite: CHE 141.

Fall *3 hours*

CHE 141 GENERAL CHEMISTRY LABORATORY I

Laboratory experiments designed to supplement the work in CHE 111. Three laboratory hours per week. Corequisite: CHE 111.

Fall *1 hour*

CHE 112 GENERAL CHEMISTRY II

A continuation of fundamental concepts, with emphasis on kinetics, equilibria, electrochemistry, and descriptive chemistry. Three class hours per week. Prerequisite: CHE 111, 141. Corequisite: CHE 142. Strongly recommended: MAT 110.

Spring *3 hours*

CHE 114 COLLEGE CHEMISTRY

A continuation of fundamental concepts of chemistry with emphasis on equilibria, acid-base chemistry, descriptive inorganic and organic chemistry, and biochemistry. Intended as a terminal course for students whose curricula do not require chemistry above the 100 level. Prerequisite: CHE 111,141.

3 hours

CHE 142 GENERAL CHEMISTRY LABORATORY II

Laboratory experiments designed to supplement the work in CHE 112 and including qualitative and quantitative analysis. Three laboratory hours per week. Corequisite: CHE 112.

Spring *1 hour*

CHE 221 ORGANIC CHEMISTRY I

Essential principles, reaction mechanisms, structures and stereochemistry of carbon compounds. Three class hours per week. Prerequisites: CHE 112, 142. Corequisite: CHE 241.

Fall *3 hours*

CHE 241 ORGANIC CHEMISTRY LABORATORY I

Experimental techniques in synthesis and reactions of organic compounds. Three laboratory hours per week, Corequisite: CHE 221.

Fall *1 hour*

CHE 222 ORGANIC CHEMISTRY II

A continuation of CHE 221, emphasizing reaction mechanisms, stereochemistry, and physical methods of structure determination. Three class hours per week. Prerequisites: CHE 221, 241. Corequisite: CHE 242.

Spring *3 hours*

CHE 242 ORGANIC CHEMISTRY LABORATORY II

Experimental organic chemistry with emphasis on qualitative analyses of organic compounds using chemical tests and instrumental analysis. Three laboratory hours per week. Corequisite: CHE 222.

Spring *1 hour*

CHE 300 INTRODUCTION TO RESEARCH

An introduction to the scientific literature, various literature search strategies, experimental design strategies and advanced laboratory techniques. Prerequisite: CHE 221.

1 hour

CHE 350 QUANTITATIVE ANALYTICAL CHEMISTRY

A study of the principles and techniques of chemical analysis including volumetric, spectrophotometric, and electroanalytic methods. Prerequisite: CHE 112. Three class hours and three laboratory hours per week,

Spring, even-numbered years *4 hours*

CHE 400 RESEARCH

A laboratory experience involving individual or small group participation in an ongoing research project. Three laboratory hours per week are required for each semester hour credit. Prerequisite: CHE 300 or consent of instructor.

1 to 3 hours

CHE 415 SPECIAL TOPICS IN CHEMISTRY

Special topics in chemistry such as Instrumental Analysis, Advanced Organic Chemistry, Polymer Chemistry, Industrial Chemistry, or Chemometrics. Prerequisite: Consent of instructor.

1 to 3 hours

CHE 420 CHEMICAL THERMODYNAMICS AND KINETICS

A study of the states of matter, thermodynamics, chemical equilibria, and reaction rates. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Fall, even-numbered years *3 hours*

CHE 430 ATOMIC AND MOLECULAR STRUCTURE

A study of the modern theories of atomic and molecular structure and chemical bonding. Three lectures per week. Prerequisites: CHE 112, PHY 212, and MAT 211.

Spring, odd-numbered years *3 hours*

CHE 440 EXPERIMENTAL PHYSICAL CHEMISTRY

Laboratory studies in electrochemistry, thermochemistry, equilibria, kinetics, and spectroscopy with emphasis on mathematical treatment of experimental data and technical report writing. Three laboratory hours per week. Prerequisite: CHE 420 or 430 or concurrent registration.

Spring, odd-numbered years *1 hour*

CHE 436 BIOCHEMISTRY

See BIO 436.

3 hours

CHE 446 BIOCHEMISTRY LABORATORY

See BIO 446.

1 hour

CHE 474 INORGANIC CHEMISTRY

Advanced concepts of theoretical and descriptive inorganic chemistry, including solid state and bio-inorganic chemistry. Three class hours per week. Prerequisite: CHE 112, 142.

Fall, odd-numbered years *3 hours*

CHE 499 SEMINAR

May be taken for credit more than one semester. Offered for pass-fail grading only.

1 to 2 hours

SCI 764 THE TEACHING OF SCIENCE

For teacher licensure in science (6-9) or chemistry (9-12). An introduction to the theoretical and practical aspects of teaching science. Safety practice information is given. Emphasis is placed on the importance of demonstration and lab work, on understanding and effectively using objectives, and on individualizing science instruction. May not be counted toward a major.

3 hours

Physics

PHY 204 PRINCIPLES OF PHYSICS

A study for the non-science major of the fundamental principles of physics with emphasis on their relevant applications.

Spring, even-numbered years *3 hours*

PHY 211 GENERAL PHYSICS I

A study of mechanics, thermodynamics, and waves. Three lectures per week. Prerequisite: MAT 211. Corequisite: PHY 241.

Fall *3 hours*

PHY 241 GENERAL PHYSICS LABORATORY I

Laboratory studies in mechanics, thermodynamics, and waves. Two laboratory hours per week. Corequisite: PHY 211.

Fall *1 hour*

PHY 212 GENERAL PHYSICS II

A study of electricity, magnetism, optics, and modern physics. Three lectures a week. Prerequisite: PHY 211. Corequisite: PHY 242.

Spring *3 hours*

PHY 242 GENERAL PHYSICS LABORATORY II

Laboratory studies in electricity, magnetism, optics, and modern physics. Two laboratory hours per week. Corequisite: PHY 212.

Spring *1 hour*

PHY 430 ATOMIC AND MOLECULAR STRUCTURE

See CHE 430.

Spring, odd-numbered years *3 hours*

Geography

ONLY GEO 204 carries credit toward the general education requirement in the natural sciences. GEO 205, 208, 236, 302, and 368 may be used for credit toward the general education requirement in the social sciences.

GEO 204 ELEMENTS OF PHYSICAL GEOGRAPHY

An introductory survey of the physical environment, analyzing on a worldwide basis both the elements of weather and climate and the origin and reshaping of major landforms. Three class hours and one two-hour laboratory period per week.

4 hours

GEO 205 WORLD REGIONAL GEOGRAPHY

A systematic survey of major world regions with emphasis on climates, landforms, resources and economics. Also includes discussions on political ties, and position in world trade.

Spring, odd-numbered years *3 hours*

GEO 208 FUNDAMENTAL PLACE-NAME GEOGRAPHY

The objective of this course is to teach the location of the countries of the world. The course will consist chiefly of map work and map tests with discussions of regional groupings based on criteria of homogeneity.

Fall, odd-numbered years *1 hour*

GEO 236 CONSERVATION OF NATURAL RESOURCES

Introductory survey of our natural resources: soils, minerals, forests, water, wildlife, public lands and recreational areas. Includes discussions of mounting problems of toxic wastes, energy, air and water pollution, conflicts of interests, and population and food problems. Seminar format.

Fall, odd-numbered years *3 hours*

GEO 302 ECONOMIC GEOGRAPHY

An analysis of the developing world economy in terms of core-periphery regions, international business, the geographical bases of agricultural, industrial and service industries, and the developing information-based industries.

Fall, even-numbered years *3 hours*

GEO 368 POLITICAL GEOGRAPHY

A study of the state as a political unit. Geographical analysis of national and international boundaries, the territorial seas, populations, administrative areas, interstate relations, foreign trade, colonies, and international organizations in their relation to the state. A systematic approach, with case studies.

Spring, even-numbered years *3 hours*

Courses in the physical sciences are also available at N.C. State University under Cooperating Raleigh Colleges.

Students who wish advanced study and research in chemistry and physics should consult with the dept. head and arrange for it through the special studies options listed on page 59.

For COMPUTER SCIENCE and COMPUTER INFORMATION SYSTEMS see MATHEMATICS AND COMPUTER SCIENCE

For DANCE see HEALTH, PHYSICAL EDUCATION, AND DANCE

EDUCATION

Professor Clay, ***Head;*** *Professor Johnson; Associate Professors Kratzer and Weir; Assistant Professors Gleason, Heathcoat, Parker, and Southworth. Adjuncts Dorsey, Joyner, Lee, Midgett, Swart, Torgerson, and Willoughby.*

— *Goals and Objectives*

The courses offered in the professional education curriculum are designed to foster in the student

- the skills necessary to evaluate learning,
- the knowledge of human growth and development,
- the knowledge of various teaching methods, materials, and ways of organizing classrooms,
- the knowledge and skills necessary to maintain a classroom environment conducive to learning,
- the knowledge and skills necessary to understand various learning styles and cultural backgrounds,
- the knowledge of the role of the school in a democratic society,
- the knowledge of research related to student achievement, teacher effectiveness,
- the experiences that provide opportunities for obtaining proficiencies in various teaching techniques and responsibilities,
- the knowledge and experiences necessary to develop reflective thinking about teaching and learning,
- the knowledge and experiences necessary to develop leaders in the field of education,
- the knowledge, understanding, and wisdom to make decisions that are decent, humane, and just.

— *Programs Offered*

Meredith offers undergraduate programs leading to the initial N.C. teaching license. The Master of Education Degree in elementary education leads to the N.C. graduate license in elementary education. A graduate licensure program in reading is also available.

— *Education Programs*

Master of Education Degree Program

A graduate catalogue which provides complete information about the program can be obtained from the education department or from the graduate school office.

Undergraduate Licensure Programs

A student may choose a teacher education program in addition to her major program of study. Programs are available for the initial N.C. teacher licensure in elementary education (grades K-6); middle grades education (grades 6-9): language arts, mathematics, science, and social studies; secondary education (grades 9-12): English, mathematics, biology, chemistry, and social studies; special subject area education (grades K-12): art, music, dance, theatre, French, Spanish, and occupational education: business education (grades 9-12) and family and consumer sciences education (grades 7-12).

A student also may choose to earn N.C. license as a school social service worker in the program offered by the Department of Sociology and Social Work.

Although there are common elements in each of the programs, each of them is a distinctly different program designed for a specific purpose. The requirements for each program are described on the following pages.

Admission to teacher education is open to both degree and non-degree women students who meet the standards established by the College.

I. Meredith Degree Students (Students enrolled in a program of study that will lead to a degree awarded by Meredith.)
    A. Students who plan to teach
        1. A student who plans to teach should consider the available teacher education programs, confer with her adviser, and select one as early as is feasible but no later than the second semester of the sophomore year.
            a. Students who plan to be middle grades education (6-9) teachers should confer with their advisers and select and declare a major compatible with one of the concentrations available to middle grades education (6-9) students at Meredith.
            b. Students who plan to be secondary education (9-12) teachers, or special subject area education (K-12) teachers, or occupational education teachers should confer with their advisers and select and declare a major compatible with the subject area in which they want to be licensed.
        2. After selecting a major and the desired teacher education program, the student should go to the Office of the Registrar and formally declare the major and indicate the desired teacher education program.
        3. The registrar will send a copy of the student's completed Declaration of Major form to the education department. Upon receipt of the form, the department will send the student a packet of materials for Admission to Teacher Education and notify the student's adviser. The student should see that the Application for Admission to Teacher Education and all supporting materials are filed with the education department as soon as possible. Completion of the application is interpreted as a strong indication of the student's serious intent and commitment to a career in teaching.
        Note: An applicant's overall grade point average must be 2.5 or above for admission to the program.
        4. Each completed application is reviewed in the Department of Education and the applicant is notified of the admission decision by the head of the Department of Education. An applicant can appeal the admission decision to the Dean of the College by letter.
    B. Students who plan to become school social workers
        1. A student who plans to become a school social worker should confer with her adviser and formally declare the social work major and the school social worker certification program in the Office of the Registrar. Applicant's overall GPA must be 2.5 or above for admission to teacher education.
        2. The registrar will send a copy of the Declaration of Major form to the Department of Education department which will send the student a packet of materials for admission to teacher education and notify her adviser.
        3. The completed application is reviewed on the same bases as applications for admission to teacher education, and each applicant is notified of the admission decision by letter by the head of the Department of Education. An applicant can appeal the admission decision to the Teacher Education Committee by writing a letter to the chair of the Teacher Education Committee.

II. Non-degree students (students with at least a baccalaureate degree, who are enrolled in a program of study that does not lead to a degree awarded by Meredith College but does lead to an initial or additional N.C. teaching license.)
    A. All non-degree students seeking initial North

Carolina education licensure or an additional North Carolina education license should contact the head of the Department of Education.

B. Students with a baccalaureate degree from another institution who are seeking a North Carolina education license through Meredith College must meet teacher competency requirements through a program of study approved by the Department of Education. They must take a minimum of 30 semester hours of course work at Meredith which may include additional courses in general education and will include courses in the specific licensure areas and in professional education. Exceptions to these requirements will be determined on an individual basis by the Department of Education.

III. **A student may take only one-half of the professional education requirements (excluding student teaching) prior to program admission.**

— *Requirements for All Licenses and Endorsements*

All college requirements for graduation must be met by each student seeking a N.C. teaching license. Courses taken to meet college graduation requirements are also applicable to specific requirements in all education programs. Endorsements are also available for middle and secondary licensure areas. Information on endorsements is available in the Department of Education, from advisers, and in the document Program Goals and Objectives published and distributed annually by the Department of Education.

PRAXIS and National Teachers Examinations (NTE) Requirements for All Programs

Admission to Teacher Education for all programs includes required submission of acceptable scores on the PRAXIS pre-professional skills tests. The minimum score requirements are established by the State Board of Education and *are subject to change.*

During or following the semester of student teaching, students are required to take the Professional Knowledge Test and Specialty Area Test(s) determined by the type of license sought. The minimum score requirements are established by the State Board of Education and *are subject to change.*

All required examinations may be taken more than once. Minimum score requirements information is available from the Department of Education.

— *Elementary Teacher Education (Grades K-6) Program*

Students who expect to obtain an initial North Carolina license to teach at the K-6 level must meet both the course and minimum semester hour requirements listed below.

I. General Education Requirements
   A. The general education requirements of the College
   B. Within the general education requirements of the College, the following specific requirements:
      Language arts 9
         English composition and grammar: ENG 111, Principles of Writing (3)
         English Literature — ENG 201, Major British Writers (3)
         American Literature — ENG 206, Survey of American Literature (3)
      Social studies 9
         HIS 101, The Emergence of Western Civilization, or
         HIS 102, Modern Western Civilization (3)
         HIS 214, American History to 1876, or
         HIS 314, Colonial American History (3)
         SOC 335, American Ethnic Relations (3)
            (Prerequisite: SOC 230 or 260 are strongly recommended)
      Psychology 6
         PSY 210 Developmental Psychology (3)
            (Prerequisite: EDU 234 or PSY 100), or
         PSY 310 Child and Adolescent Psychology
         PSY 312, The Psychology of Exceptional Individuals (3)
            (Prerequisite: EDU 234 or PSY 100)
      Natural science 8
         BIO 101, General Biology I (3)
         BIO 141, General Biology I Laboratory (1)
         GEO 204, Elements of Physical Geography (4)
      Mathematics 6
         MAT 130, Exploring with Mathematics, or
         MAT 245, Statistics I (3), *and*
         MAT 110, Functions and Graphs
         MAT 120, Finite Mathematics, or
         Any calculus course (3 or 4)
      Cultural arts 3
         IDS 100, Appreciation of Fine Arts (3), or
         ART 221 or 222 *and* MUS 214

II. Major Study Program Requirements in an Area Other than Education

III. Professional Education Requirements for Elementary Education (K-6) Students (37 sem. hrs.)
   A. Professional Education, General 9
      EDU 232, Foundations of American Education (3)
      EDU 234, Educational Psychology (3)
      EDU 340, Teaching in the Elementary School (3)

- B. Professional Education, Methods 22
  Prior to the BLOCK semester (last semester of the teacher education program):
  - ART 744, Art in the Elementary School (2) (Prerequisite: IDS 100 or ART 120)
  - HED 744, Health Education in the Elementary School (2)
  - MUS 744, Music in the Elementary School (2) (Prerequisite: IDS 100 or MUS 214)
  - PED 744, Physical Education in the Elementary School (2)
  - EDU 342, Preservice Practicum (1)
  - EDU 344, Communication Skills in the Elementary School (3)
  - EDU 455, Literature in the Elementary School (2)
  - EDU 456, Mathematics in the Elementary School (2)

  In the BLOCK semester (last semester of the teacher education program):
  - EDU 440, Seminar in Education (1)
  - EDU 441, Introduction to Audio/Visual Materials (1)
  - EDU 457, Science in the Elementary School (2)
  - EDU 458, Social Studies in the Elementary School (2)
- C. Professional Education, Practicum 6
  In the BLOCK semester (last semester of the teacher education program):
  - EDU 439, Observation and Directed Teaching (6)
- D. Recommendations
  1. It is strongly recommended that EDU 232 and 234 be taken as first courses.
  2. It is strongly recommended that EDU 455 be taken early in a student's program.
  3. It is strongly recommended that EDU 340 and 344 and 342 be taken during the semester immediately preceding student teaching.
  4. Block semester can be either semester of the senior year provided all other professional education courses have been satisfactorily completed.

IV. An endorsement in French or Spanish may be added to the K-6 license. Contact the Department of Education or the Department of Foreign Language for details.

— Middle Grades Teacher Education (Grades 6-9) Program

Students who expect to obtain an initial N.C. license to teach at the middle grades education (6-9) level must meet both the course and minimum semester hour requirements below.

- I. General Education Requirements
  - A. The general education requirements of the College
  - B. Within the general education requirements of the College, the following specific requirements:
    - Language arts 9
      - English Composition and Grammar:
      - ENG 111, Principles of Writing (3)
      - English Literature—ENG 201, Major British Writers (3)
      - American Literature—ENG 206, Survey of American Literature (3)
    - Social studies 9
      - HIS 101, The Emergence of Western Civilization, or
      - HIS 102, Modern Western Civilization (3)
      - HIS 215, American History Since 1876 (3)
      - SOC 335, American Ethnic Relations (3) (Prerequisite: SOC 230 or SOC 260 are strongly recommended)
    - Psychology 3
      - PSY 312, The Psychology of Exceptional Individuals (3) (Prerequisite: EDU 234 or PSY 100)
    - Natural science 8
      - BIO 101, General Biology I (3)
      - BIO 141, General Biology I Laboratory (1)
      - GEO 204, Elements of Physical Geography (4)
    - Mathematics 3
      - Functions and Graphs (3)
      - MAT 110, MAT 120, Finite Mathematics (3) or
      - MAT 211, Calculus I (4)
    - Cultural arts 3
      - IDS 100, Appreciation of Fine Arts (3), or
      - ART 221, or 222 and MUS 214
    - Health and Physical Education 2
      - HED 100, Contemporary Health Issues (2)
- II. Major Study Program Requirements in an Area Other than Education
- III. A concentration in communication skills, mathematics, science, or social studies. Middle grades education (6-9) teachers are strongly encouraged to have a second concentration. (see Section V)
- IV. Professional Education Requirements for Middle Grades Education (6-9) Students (24 sem. hrs.)
  - A. Professional Education, General 9
    Prior to the BLOCK semester (last semester of the teacher education program):
    - EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)
EDU 350, Teaching in the Middle School (3)

B. Professional Education, Methods 3
Prior to, or in, the BLOCK semester (last semester of the teacher education program):
Methods 764 as appropriate to the required concentration (3)
In the BLOCK semester (last semester of the teacher education program):
EDU 438, Field Experiences: Middle Grades and Secondary (6-9) (1)
EDU 466, Preadolescent and Adolescent Behavior (3)
EDU 441, Introduction to Audio/Visual Materials (1)
EDU 471, Reading in the Content Areas (1-3)

C. Professional Education, Practicum 6
In the BLOCK semester (last semester of the teacher education program):
EDU 439, Observation and Directed Teaching (6)

D. Recommendations
1. It is strongly recommended that the professional education courses be taken in the order listed above.
2. Block semester can be taken in either semester of the senior year provided that all other professional education courses have been satisfactorily completed.

V. Program Requirements for Middle Grades Teacher Education (6-9)

A. Communication Skills (6-9)
1. The general education program requirements of the College
2. The specific requirements within the general education program
3. Major study program in an area other than education
4. Concentration in Communication Skills 25
ENG 111, Principles of Writing (3)
ENG 201, Major British Authors (3)
ENG 206, Survey of American Literature (3)
ENG 175, Grammar (1)
ENG Literature elective (3)
ENG 358, Advanced Composition: Expository and Technical (3)
ENG 240 Introduction to Films (3)
EDU 471, Reading in the Content Areas (3)
SPE 225, Fundamentals of Speech (3)
5. Subject matter methods, ENG 764, The Teaching of English

B. Mathematics (6-9)
1. The general education program requirements of the College
2. The specific requirements within the general education program
3. Major study program in an area other than education
4. A concentration in mathematics 19
MAT 110, Functions and Graphs (3)
MAT 211, Calculus I (4)
MAT 220, Linear Algebra, or MAT 212, Calculus II (3)
MAT 250, Mathematical Reasoning (2)
MAT 245, Statistics I (3)
MAT 334, Modern College Geometry (3)
MAT 910, Topics in Mathematics for Middle Grades (6-9) Licensure (1)
5. Computer Science.....................................(3)
CIS modules (3), or CSC 201, Computer Science I with C++ (3)
6. Subject matter methods, MAT 764, Methods of Teaching Middle/Secondary Mathematics

D. Science (6-9)
1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education
4. A concentration in science 19
BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
CHE 111, General Chemistry I(3)
CHE 141, General Chemistry I Lab (1)
PHY 204, Principles of Physics (3)
GEO 204, Elements of Physical Geography (4)
5. Subject matter methods, SC 1764, The Teaching of Science

E. Social Studies (6-9)
1. The general education requirements of the College
2. The specific requirements within the general education program
3. A major study program in an area other than education
4. A concentration in social studies.................21
HIS 101, Emergence of Western Civilization, or
HIS 102, Modern Western Civilization (3)
HIS 215, American History Since 1876 (3)
HIS 224, Introduction to Non-Western Civilization (3)
HIS 520, North Carolina History (3)
ECO 210, Principles of Economics (3), or
ECO 374, Consumer Economics (3)

GEO 205, World Regional Geography (3)
POL 100, American Political Systems, or
POL 210, International Politics (3)

5. Subject matter methods, HIS 764, The Teaching of Social Studies
6. In addition to the above, the following courses are strongly recommended:
   HIS 308, Twentieth Century Europe
   GEO 368, Political Geography

— *Secondary Teacher Education (Grades 9-12) Programs*

Students who expect to obtain an initial N.C. license to teach at the secondary education (9-12) level must meet both the course and minimum semester hour requirements listed below.

- I. All College requirements for graduation including
  - A. General education requirements to include
    PSY 312, Psychology of Exceptional Individuals (3)
    (Prerequisite: EDU 234 or PSY 100)
    SOC 335, American Ethnic Relations (3)
  - B. The major study requirements
- II. Additional specialty study requirements for area of certification
- III. Professional Education, General:
  - A. EDU 232, Foundations of American Education (3)
  - B. EDU 234, Educational Psychology (3)
  - C. METHODS 764 (3)
  - D. The BLOCK Courses
    - EDU 438, Field Experiences: Middle Grades and Secondary (1)
    - EDU 439, Observation and Directed Teaching (9-12) (6)
    - EDU 441, Introduction to Audio/Visual Materials (1)
    - EDU 466, Preadolescent and Adolescent Behavior (3)
    - EDU 467, The Secondary School (3)
    - EDU 471, Reading in the Content Areas (1-3)
- IV. Program Requirements for Secondary Teacher Education (9-12)
  - A. Biology Certification

Bachelor of Arts, Biology................................30
BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
BIO 334, Microbiology (3)
BIO 344, Microbiology Lab (1)
One course from each of the following:
BIO 331, Genetics (3), and
BIO 341, Genetics Lab (1), or
BIO 231, Human Genetics (3)
BIO 222, Invertebrate Zoology (2), and
BIO 242, Invertebrate Zoology Lab (2), or
BIO 214, Parasitology (3), and
BIO 245, Parasitology Lab (1)
BIO 211, Advanced Plant Science (3), and
BIO 241, Advanced Plant Science Lab (1), or
BIO 311, Histology (3), and
BIO 346, Histology Lab (1), or
BIO 234, Principles of Ecology (3), and
BIO 244, Principles of Ecology Lab (1)
BIO 321, Comparative Anatomy (2), and
BIO 345, Comparative Anatomy Lab (2), or
BIO 322, Human Anatomy and Physiology (3), and
BIO 342, Human Anatomy, and Physiology Lab (1)
Plus elective biology hours to total 30

Chemistry 12
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab (1)

Mathematics..4
MAT 211, Calculus I (4)

Bachelor of Science, Biology...............................36
BIO 101, General Biology I (3)
BIO 141, General Biology I Lab (1)
BIO 102, General Biology II (3)
BIO 142, General Biology II Lab (1)
BIO 331, Genetics (3)
BIO 341, Genetics Lab (1)
BIO 334, Microbiology (3)
BIO 344, Microbiology Lab (1)
One course from each of the following:
BIO 499, Seminar (2), or
Special Studies (2)
BIO 321, Comparative Anatomy (2), and
BIO 345, Comparative Anatomy Lab (2), or
BIO 436, Biochemistry (3), and
BIO 446, Biochemistry Lab (1)
BIO 222, Invertebrate Zoology (2), and
BIO 242, Invertebrate Zoology (1), or
BIO 214, Parasitology (3), and
BIO 245, Parasitology Lab (1)
BIO 323, Vertebrate Physiology (3), and
BIO 343, Vertebrate Physiology Lab (1), or
BIO 322, Human Anatomy and Physiology (3), and
BIO 342, Human Anatomy and Physiology Lab (1)

BIO 211, Advanced Plant Biology (3), and
BIO 241, Advanced Plant Biology Lab (1), or
BIO 311, Histology (3), and
BIO 346, Histology Lab (1), or
BIO 234, Principles of Ecology (3), and
BIO 244, Principles of Ecology Lab (1)
Plus elective biology hours to total 36
Students who choose BIO 321 and 345 may not choose BIO 322 and 342.

Chemistry 16
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)

Physics 8
PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab (1)

Mathematics 7-8
MAT 211, Calculus I (4)
MAT 212, Calculus II (4), or
MAT 245, Statistics (3)

D. Chemistry Licensure

Bachelor or Science, Chemistry 36
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab (1)
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab (1)
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
CHE 350, Quantitative Analytical Chemistry (4)
CHE 400, Research (1)
CHE 420, Chemical Thermodynamics and Kinetics (3)
CHE 430, Atomic and Molecular Structure (3)
CHE 499, Chemistry Seminar (1)
CHE Electives (8)

Mathematics..14
MAT 211, Calculus I (4)
MAT 212, Calculus II (4)
MAT 220, Linear Algebra (3)
MAT 354, Differential Equations (3)

Physics 8
PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab (1)

Biology..3
BIO 101, General Biology I (3)

Bachelor of Arts, Chemistry 30
CHE 111, General Chemistry I (3)
CHE 141, General Chemistry I Lab
CHE 112, General Chemistry II (3)
CHE 142, General Chemistry II Lab (1)
CHE 221, Organic Chemistry I (3)
CHE 241, Organic Chemistry I Lab
CHE 222, Organic Chemistry II (3)
CHE 242, Organic Chemistry II Lab (1)
CHE 350, Quantitative Analytical Chemistry (4)
CHE 499, Seminar (1)
Chemistry Electives (8)

Mathematics..8
MAT 211, Calculus I (4)
MAT 212, Calculus II (4)

Physics 8
PHY 211, General Physics I (3)
PHY 241, General Physics I Lab (1)
PHY 212, General Physics II (3)
PHY 242, General Physics II Lab

C. English Licensure 39
ENG 111, Principles of Writing (3)
ENG 175, Grammar (1)
ENG 201, Major British Authors (3)
ENG 202, Development of English Literature (3)
ENG 206, Survey of American Literature (3)
ENG 240, Introduction to Film (3)
ENG 275, Techniques of Literary Research (1)
ENG 330, African-American Writers (3)
ENG 351, Old English (3)
ENG 358, Advanced Composition (3)
ENG 375, Research Project (1)
One course in world literature which is not American or British

In addition, prospective teachers must take:
One seminar (ENG 357, 359, or 498)
One course in Shakespeare (ENG 355 or 356)
One course in 18th or 19th century (ENG 340, 365, 367, or 368)
One course in 20th century (ENG 345, 364, or 370)

Prospective teachers are strongly urged to take one course in speech or theatre.

D. Mathematics Licensure

Mathematics..34
MAT 110, Functions and Graphs (3)
MAT 211, Calculus I (4)
MAT 212, Calculus II (4)

  - MAT 220, Linear Algebra (3)
  - MAT 245, Statistics I (3)
  - MAT 250, An Introduction to Mathematical Reasoning (2)
  - MAT 313, Calculus III (3)
  - MAT 321, Modern Abstract Algebra (3)
  - MAT 334, Modern College Geometry (3)
  - MAT 340, Mathematical Probability and Statistics (3)

From the following courses, prospective teachers must take 3 hours:

  - CIS modules (3)
  - CSC 201, Computer Science I with C++ (3)

E. Social Studies Licensure

History Knowledge 21

  - HIS 101, The Emergence of Western Civilization, or
  - HIS 102, Modern Western Civilization (3)
  - HIS 200, Introduction to Latin American History, or
  - HIS 224, Introduction to Non-Western Civilization (3)
  - HIS 214, American History to 1876, or
  - HIS 215, American History Since 1876 (3)

History Electives:

  - HIS 302, English History Since 1485 (3)
  - HIS 304, Greek and Roman History (3)
  - HIS 307, Age of Renaissance and Reformation (3)
  - HIS 308, Twentieth Century Europe (3)
  - HIS 310, Modern China (3)
  - HIS 313, Victorian America (3)
  - HIS 314, Colonial American History (3)
  - HIS 319, Contemporary American History Since 1945 (3)
  - HIS 325, Asian Civilization (3)
  - HIS 330, U.S. and World History (3)
  - HIS 333, History of the South (3)
  - HIS 520, History of North Carolina (3)

Social Science Knowledge.............................21

From three different disciplines, students are required to select three courses from the recommended courses below:

Recommended Courses:

  - ECO 210, Macroeconomic Principles (3), or
  - ECO 374, Consumer Economics (3)
  - GEO 368, Political Geography (3)
  - POL 100, American Political System (3)
  - SOC 230, Principles of Sociology (3), or
  - SOC 335, American Ethnic Relations (3)

Social Science Electives:

  - ECO 211, Microeconomic Principles (3)
  - GEO 205, World Regional Geography (3)
  - GEO 302, Economic Geography (3)
  - POL 303, Contemporary American Politics, or
  - POL 210, International Politics (3)
  - SOC 260, Cultural Anthropology (3)
  - SOC 231, Social Problems (3)

Or electives from anthropology, economics, human geography, politics, or sociology.

— *Occupational Teacher Education Programs*

Students who expect to obtain an initial N.C. license to teach business or home economics must meet both the course and minimum semester hour requirements listed below.

I. All College requirements for graduation, including:
  - A. General education requirements to include
    - PSY 312, Psychology of Exceptional Individuals (3)
      (Prerequisite: EDU 234 or PSY 100)
    - SOC 335, American Ethnic Relations (3)
  - B. The major study requirements

II. Minimum semester hours in the occupational education certification subject areas:
  - A. Business and Office courses, semester hours...39
  - B. Family and Consumer Sciences courses, semester hours...48

III. Minimum semester hours in professional education and related courses:
  - A. EDU 232, Foundations of American Education (3)
  - B. EDU 234, Educational Psychology (3)
  - C. METHODS 764 (3)
  - D. The BLOCK Courses
    - EDU 438, Field Experiences: Middle Grades and Secondary (1)
    - EDU 439, Observation and Directed Teaching (9-12) (6)
    - EDU 441, Introduction to Audio/Visual Materials (1)
    - EDU 466, Preadolescent and Adolescent Behavior (3)
    - EDU 467, The Secondary School (3)
    - EDU 471, Reading in the Content Areas (1-3)

IV. Courses in Business Education
  - A. Business and Office Education
    1. Basic Business Licensure............................57

       These courses include a prescribed core of 24 hours, a concentration in management of 24 hours, and additional courses to meet the competencies for licensure.

       Core
       - ECO 210, Principles—Macro (3)
       - ECO 211, Principles—Micro (3)
       - BUS 230, Accounting Principles I (3)

BUS 231, Accounting Principles II (3)
BUS 346, Management Principles (3)
BUS 366, Marketing Principles (3)
BUS 490, Corporate Finance (3)
MAT 245, Statistics I (or equivalent) (3)
Concentration
BUS 332, Managerial Accounting (3)
BUS 499, Business Policy (3)
BUS 384, Business Communication and Reports (3)
BUS 454, Business Law (3)
BUS 480, Business Internship (3)
Approved electives, selected from BUS 110, 333, 446, 448, 466, 468, 492, 494 and ECO 310, 311,364, 455 (9)
Requirements not counted in major
Keyboard proficiency
ECO 374, Consumer Economies (3)
CIS modules (3), CSC or 201 Computer Sciences I with C++ (3)
CSC 211, COBOL Programming (3)

B. Family and Consumer Sciences Education
1. General education program requirements to include:
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisite: EDU 234 or PSY 100)
3 hours of computer modules (CIS series)
SOC 335, American Ethnic Relations (3)
2. A major study program in Home Economics and
Child Development....................................9
CD 234, Preschool Child (3)
CD 335, Marriage and Family Relationships (3)
CD 436, Preschool Administration (3)
Clothing and Fashion Merchandising.............6
CFM 115, Beginning Clothing Construction (3)
CFM 418, Textiles (3)
Foods and Nutrition 12
FN 124, Principles of Food (3)
FN 329, Hospitality Management Catering (2)
FN 227, Nutrition (3)
FN 327, Institutional Foods (3)
FN 328, Food Service Equipment (1)
Interior Design and Housing..........................6
ID 245, Housing (3)
ART 144, Interior Design I (3)
Consumer Resource Management..................6
HEC 355, Family Resource Management (3)
ECO 374, Consumer Economics (3)
HEC 765, Home Economics Education
HED 100, Contemporary Health Issues
HEC 499, Professional Symposium (1)
Additional Hours (6)
Students must select 3 hours of additional electives from
CD 438, Parent Education
CFM 316, Tailoring
CFM 417, Apparel Design
ID 246, Interior Design Materials
3. Additional Professional Education
EDU 350, Teaching with Middle School
3 hours of computer application modules

— *School Social Worker Program*

Students may wish to earn the N.C. school social worker license. Program requirements for School Social Work personnel follow:

1. General education program requirements to include:
PSY 312, Psychology of Exceptional Individuals (3)
(Prerequisites: EDU 234 or PSY 100)
SOC 335, American Ethnic Relations (3)
2. Specific requirements for Social Work major
Specified Liberal Arts Courses.........................12
(May also count toward general education requirements)
BIO 101, General Biology I (3)
SOC 230, Principles of Sociology (3)
PSY 100, General Psychology (3)
POL 100, American Political System (3)
Social Work Courses.....................................37
SWK 241, Social Work as a Profession (3)
SWK 302, Social Policy Analysis (3)
SWK 304, Social Work Practice with Individuals (3)
SWK 305, Social Work Practice with Families (3)
SWK 307, Human Behavior: Cultural, Organizational, and Community Issues (3)
SWK 308, Human Behavior: Life Cycle Issues (3)
SWK 309, Research Statistics for Social Work Practice (3)
SWK 310, Evaluation of Practice (1)
SWK 401, Social Work Practice with Organizations, Communities, and Social Policy (3)
SWK 402, Social Work Field Placement (In Public School Setting) (10)
SWK 403, Field Instruction Seminar (2)
3. Professional Education.....................................9
EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
SWK 405, Social Work in Public Schools (3)

— Special Subject Area Teacher Education (Grades K-12) Programs

- I. Art (K-12)
  - A. General education program requirements
    - Humanities and Fine Arts........................22-27
      - English Composition (3-6)
      - Foreign Language (6)
      - Literature (6)
      - A three-hour course in major British authors, and
      - A three-hour course in English, American, or world literature, or
      - Any literature course in a foreign language
      - Religion (6)
      - A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
      - Fine Arts (1-3)
      - Chosen from one or more of the following categories: dance (theory or history), music, philosophy, speech, theatre
    - Social and Behavioral Sciences.......................12
      - HIS 101, The Emergence of Western Civilization (3), or
      - HIS 102, Modern Western Civilization
      - PSY 210, Developmental Psychology, or
      - PSY 310, Child and Adolescent Development (3)
      - PSY 312, The Psychology of Exceptional Individuals (3)
      - SOC 335, American Ethnic Relations (3)
    - Mathematics and Natural Sciences................13
      - One laboratory course chosen from biology, chemistry, or physics (4)
      - One course in mathematics (3)
      - Electives (6)
      - Must include at least two of the following categories: biology, chemistry, physical geography, physics, or mathematics
    - Health and Physical Education 4-5
      - Must include four activity courses, or
      - Three activity courses and a two-hour course in health or first aid
  - B. The Art Core Curriculum 20
    - ART 100, Theory and Practice of Visual Arts (2)
    - ART 101, Drawing I (3)
    - ART 105, 2-D Design (3)
    - ART 106, Color Theory (3)
    - ART 221, Art History Survey I (3)
    - ART 222, Art History Survey II (3)
    - ART 493, Senior Seminar (2)
    - ART 494, Senior Project (1)
  - C. Other Required Art Courses..........................27
    - ART 102, Drawing II (3)
    - ART 107, Three-Dimensional (3)
    - ART 210, Beginning Painting (3)
    - ART 260, Ceramics (3)
    - ART 265, Sculpture (3)
    - ART 270, Fiber Crafts or Metal Crafts (3)
    - ART 324, Topics in Modern Art History (3)
    - ART 350 or ART 351, Printmaking (3)
    - Art History elective (3)
  - D. Professional Education Courses.....................23
    - ART 734, Theory and Methods of Teaching Art Pre-K-5 (3)
    - ART 735, Theory and Methods of Teaching Art 6-8 (3)
    - ART 736, Theory and Methods of Teaching Art 9-12 (3)
    - EDU 232, Foundations of American Education (3)
    - EDU 234, Educational Psychology (3)
    - EDU 441, Introduction to Audio/Visual Materials (1)
    - EDU 439, Observation and Directed Teaching (6)
    - EDU 471, Reading in the Content Area (1)
- II. Dance (K-12)
  - A. All College requirements for graduation.
    - 1. General Education requirements to include:
      - PSY 210 or 310, Developmental Psychology (3)
      - PSY 312, Psychology of Exceptional Individuals (3)
      - SOC 335, American Ethnic Relations (3)
    - 2. Major study requirements
  - B. Dance License Requirements (K-12).............73
    - Science Core 8
      - BIO 322/342, Human Anatomy and Physiology (4)
      - HED 282, Prevention and Care of Movement Injuries (1)
      - PED 482, Kinesiology (3)
    - Dance Technique..10
      - DAN 253/353*, Modern II and/or III (4)
      - DAN 251/351, Ballet II and/or III (2)
      - DAN 254/354, Jazz II and/or III (1)
      - DAN 152, Folk and Square (1)
      - Electives, Level 11 or above (2)
    - Dance Theory...22
      - IDS 100*, Appreciation of Fine Arts (3)
      - DAN 156, Movement Improvisation (2)
      - DAN 200*, Dance Appreciation (3)
      - DAN 255, Movement Fundamentals (2)

---

* Also fulfills the General Education Requirements.

- DAN 256, Composition I (3)
- DAN 356, Composition II (3)
- DAN 359, Dance History (3)
- DAN 455, Dance Production (3)

Professional Education 24

- DAN 761, Theory/Methods of Teaching Dance, K-6 (3)
- DAN 762, Theory/Methods of Teaching Dance, 7-12 (3)
- DAN 763, Reflective Teaching (3)
- EDU 232, Foundations of American Education (3)
- EDU 234, Education Psychology (3)
- EDU 438, Field Experience (1)
- EDU 441, Introduction to Audio/Visual Materials (1)
- EDU 471, Reading in the Content Area (1)
- EDU 439, Observation and Directed Teaching (6)

III. Music (K-12)

A. All college requirements for graduation.

B. Program Requirements for Music Education (K-12)

Also fulfills General Education requirements

Liberal Arts and Sciences 42

- English Composition (3)
- Major British Writers (3)
- Foreign Language (6)
- (Students will be placed at the appropriate level by the Department of Foreign Languages)
- Religion (6)
- A three-hour introduction to biblical literature and history and one advanced three-hour course in religion
- History of Western Civilization, 101 or 102 (3)
- American Ethnic Relations, Sociology 335 (3)
- Psychology of the Exceptional Individual (3)
- Mathematics (3)
- Lab Science (select from Biology, Chemistry, Physics) (4)
- Health and Physical Education (select four activity courses or two activity courses and one two-hour course in health or first aid) (4)
- Electives in Liberal Arts and Sciences (4)

Music and Professional Education.................83

- Theory 100, 101, 202, 203 (12)
- Ear Training 150, 151, 252, 253 (4)
- Keyboard 140, 141, 242, 243 (4)
- Music Literature 215 (2)
- Music History 310, 311, 312, 313 (8)
- Winds and Percussions 070 (4)
- String Instruments 060 (2)
- Guitar Lab 068 (1)
- Instrumentation 304 (1)
- Choral Arranging 308 (2)
- Conducting 300, 301 (4)
- Principal Applied Study (14)
- Second Applied Study(ies) (3)
- Students whose principal applied study is not voice should take three hours of voice as secondary applied or elective
- Graduation Recital 491 (1)
- Keyboard Proficiency Materials and Methods, Elementary 720 (2)
- Materials and Methods, Middle 721 (2)
- Materials and Methods, Secondary 722 (2)
- Educational Psychology (3)
- Foundations of American Education (3)
- Student Teaching 439 (Block) (6)
- Electives in Music, Professional Education, or Psychology (0-2)
- Reading, Education 344 or 471 (1-3)
- EDU 441, Introduction to Audio/Visual Materials (1)

IV.Theatre (K-12)

A. All college requirements for graduation

1. General Education requirements include:
   - PSY 210 OR 310, Developmental Psychology (3)
   - PSY 312, Psychology of Exceptional Individuals (3)
   - SOC 335, American Ethnic Relations (3)

B. Theatre Licensure Requirements (K-12)

- THE 114, Introduction to Theatre (3)
- THE 224, Basic Acting (3)
- THE 214, Creative Dramatics (3)
- THE 247, Costume and Makeup
- SPE 150, Voice and Articulation (3)
- ENG 350, Topics in Drama or ENG 355 or 356, Shakespeare (3) — Must be approved by adviser
- THE 425, Directing (3)
- THE 495, Seminar in Musical Theatre (3)
- THE 245, Stagecraft (3)
- THE 316 and 317, History (6)
- THE 490, Project: area of specialization (3)

At least three of the following:

- THE 233 Lights; 237 Stage Management; 239 Sets & Props; 241 Publicity/Box Office (1 credit hour each)
- DAN 156, Movement Improv
- IDS 100, Appreciation of Fine Arts; or MUS 214, Music Appreciation; and any Art History (3)

C. Professional Studies

- EDU 232, Foundations of American Education (3)

EDU 234, Educational Psychology (3)
EDU 471, Reading in the Content Area (1)
EDU 441, Introduction to Audio-Visual Materials (1)
EDU 455, Literature in Elementary School (2)
THE 735, Methods of Teaching Theatre K-12 (3)
EDU 438, Field Experiences: Middle and Secondary (1)
EDU 439, Observation and Directed Teaching (6)

V. French, Spanish (K-12)
  A. All College requirements for graduation
    1. General Education requirements to include:
      PSY 210 or 310*, Developmental Psychology (3)
      PSY 312*, Psychology of Exceptional Individuals (3)
      SOC 335*, American Ethnic Relations (3)
    2. Major study requirements
  B. Required Specialty Courses

In order to meet the State guidelines for certification in French and/or Spanish, the following courses of study have been established for French and Spanish. Thirty-two credit hours are required to receive a B.A. degree in French and/ or Spanish.

French

FRE 103, Structural French, and
FRE 205, Intermediate French, or
FRE 205, Intermediate French I, and
FRE 206, Intermediate French II
FRE 304, French Civilization
FRE 305, Phonetics and Phonology
FRE 306, Advanced Grammar, Composition and Linguistics
FRE 307, Advanced Conversation
FRE 364, French Literature to 1789
FRE 365, French Literature from 1789 to the Present.
FRE 350, Seminar (2 semesters)

The remaining six credit hours may be chosen from:

FRE 301, Business French
FRE 308, Introduction to Francophone Writers
FRE 309, Introduction to French Women Writers
FRE 394, Seminar in 17th Century
FRE 395, Seminar in 18th Century
FRE 396, Seminar in 19th Century
FRE 397, Seminar in 20th Century
FRE 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Spanish

SPA 103, Structural Spanish, and
SPA 205, Intermediate Spanish I, or
SPA 205, Intermediate Spanish I, and
SPA 206, Intermediate Spanish II
SPA 303, Civilization of Spain, or:
SPA 304, Spanish American Civilization
SPA 305, Phonetics and Phonology
SPA 306, Advanced Grammar, Composition and Linguistics
SPA 307, Conversation
SPA 308, Reading Techniques
SPA 364, Spanish Literature to 1800
SPA 365, Spanish Literature from 1800 to the Present
SPA 366, Spanish-American Literature to 1875
SPA 367, Spanish-American Literature from 1875 to Present
SPA 350, Seminar (2 semesters)
SPA 300, Life and Study Abroad (Study in a country of the target language is highly recommended; credit hours are usually counted as elective.)

Occasionally, students may satisfy the literature requirement with one of the following:

SPA 368, Modern Spanish Drama
SPA 369, Modern Spanish Prose, Poetry

900 level courses in French and Spanish can be substituted for 300 level courses. See Department Head for information and approval.

  C. Professional Education Requirements

EDU 232, Foundations of American Education (3)
EDU 234, Educational Psychology (3)
FL 763, Second Language Methods (2)
FL 764, Second Language Methods (2)
EDU 438, Field Experience (1)
EDU 441, Introduction to Audio/Visual Materials (1)
EDU 466, Preadolescent, Adolescent Behavior (3)
EDU 467, The Secondary School (3)
EDU 471, Reading in Content Areas (1)
EDU 439, Observation and Directed Teaching (6)

---

* Also fulfills the General Education Requirements.

— Curriculum

Education Courses

Foundations of American Education, EDU 232, should be the first course taken in the professional sequence.

EDU 232 FOUNDATIONS OF AMERICAN EDUCATION

A study of public education from a cultural/historical foundations approach including an understanding of American educational goals. Focus is on current issues in education from multiple perspectives. Observations required.

3 hours

EDU 234 EDUCATIONAL PSYCHOLOGY

A study of the psychological principles that underlie effective educational practices. Attention is given to developmental processes, individual differences and motivation, learning theory, measurement and evaluation, and teacher behavior. Public school observations required.

3 hours

EDU 340 TEACHING IN THE ELEMENTARY SCHOOL

A study of the nature and structure of the elementary school, including curriculum, organization, teachers' roles and responsibilities, and professionalism. Emphasis is given to the integrated curriculum and developmentally appropriate instructional strategies.

3 hours

EDU 342 PRESERVICE PRACTICUM

This course is designed to address many practical issues related to teaching. Experiences that illustrate the application of educational theories will be provided. Some school observations will be required within the scheduled time period. Corequisite: EDU 344.

1 hour

EDU 344 COMMUNICATION SKILLS IN THE ELEMENTARY SCHOOL

A study of the interrelated processes of listening, speaking, reading, writing, and viewing, with particular emphasis upon reading instruction. A holistic approach to instruction and assessment is adopted. Public school field experience required.

3 hours

EDU 350 TEACHING IN THE MIDDLE SCHOOL

A study of how middle schools, working with other institutions, can best meet the needs of young adolescents who are experiencing significant developmental changes. Since the onset of these changes and the rate at which they occur vary considerably, there is tremendous pressure on the individual to cope with her changing person. The purpose of this course is to examine effective strategies that can be used to help the student make this difficult transition from elementary to secondary education. Public school observations required.

Spring *3 hours*

EDU 438 FIELD EXPERIENCES: MIDDLE AND SECONDARY GRADES

This course focuses on field experiences for middle grades and secondary teacher education students. A minimum of 30 hours in a middle school or secondary school setting will be required. Block course. Pass-fail.

1 hour

EDU 439 OBSERVATION AND DIRECTED TEACHING

Designed to provide the student teaching experience at the appropriate grade level in a school setting:

Elementary Education K-6

Middle grades education students at the 6-9 grade levels

Secondary education students at the 9-12 grade levels

Special subject area education students at the K-12 grade levels

Occupational education students 7-12 levels, home economics; 9-12 levels, business

Weekly seminars are arranged. Fee $200.00. Block course. Pass-fail grading only.

6 hours

EDU 440 SEMINAR IN EDUCATION

A study of the current issues having a direct influence upon educational practice and research. School observations required. Block course. Pass-fail grading only.

1 hour

EDU 441 INTRODUCTION TO AUDIO/VISUAL MATERIALS

A hands-on course designed to familiarize students with audio/visual equipment and materials necessary to enhance instruction in the public school classroom. Block course. Pass-fail grading only.

1 hour

EDU 455 LITERATURE IN THE ELEMENTARY SCHOOL

A study of literature designed for children in the elementary school. Consideration is given to the selection and evaluation of children's literature, with special attention to the illustrations. The particular needs of the early childhood and intermediate teacher will be considered.

2 hours

EDU 456 MATHEMATICS IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of mathematics in the elementary school, with emphasis upon pupil investigation and discovery. The particular needs of the early childhood and intermediate teacher will be considered.

2 hours

EDU 457 SCIENCE IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of science in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 458 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL

A study of the content, resources, and strategies for the teaching of social studies in the elementary school. The particular needs of the early childhood and intermediate teacher will be considered. Block course.

2 hours

EDU 466 PREADOLESCENT AND ADOLESCENT BEHAVIOR

An examination of the characteristics, needs, and challenges of preadolescents and adolescents. Connections between personal psychological issues and social/cultural issues will be explored with emphasis on implications for schooling. Block course.

3 hours

EDU 467 THE SECONDARY SCHOOL

A study of the secondary school in America. Emphasis is given to issues and forces affecting curricula, legal implications for schooling, classroom management, communication skills and assessment. Block course.

3 hours

EDU 471 READING IN THE CONTENT AREAS

A series of experiences designed for the classroom teacher or for the reading teacher in the secondary school. Emphasis is given to assisting students having difficulties in reading, developing techniques for enabling students to improve their reading and study skills, and developing and adapting appropriate reading materials and methods. Block course. Pass-fail and one hour credit or grade and three hours credit.

1 to 3 hours

Student Teaching Requirements

The following requirements must be met before a student is permitted to student teach:

A. An overall grade point average of 2.5 or above to have been achieved by the end of the term prior to student teaching,

B. A grade point average of at least 2.5 in her content area by the end of the semester prior to student teaching. "Content area" is defined as the content area courses listed in the Meredith Catalogue. For non-degree licensure only students, the courses used to meet the requirements will be used. This will apply to all licensure programs except K-6.

C. Observation and participation in the public schools,

D. Demonstration of competencies established by the Department of Education indicating teaching effectiveness,

E. Satisfactory completion of all required methods courses,

F. The required physical exam for public school teachers,

G. Filing of an application for student teaching placement with the Department of Education.

Methods Courses

Specific methods courses are offered for each teacher certification program. In this course the student is introduced to the methods used in the student's teaching field and teaching levels.

The academic departments teach the following methods courses as an integral part of the professional education sequence and they do not carry credit in the academic discipline. Course descriptions are listed in the departmental sections.

734 Methods in the Teaching of Art in Grades K-5 (3 hours)

735 Methods in the Teaching of Art in Grades 6-9 (3 hours)

736 Methods in the Teaching of Art in Grades 9-12 (3 hours)

744 Art in the Elementary School (2 hours)

761 Theory/Methods of Teaching Dance in Grades K-6 (3 hours)

762 Theory/Methods of Teaching Dance in Grades 7-12 (3 hours)

763 Reflective Teaching (3 hours)

764 The Teaching of Science (3 hours)

764 The Teaching of Business (3 hours)

764 The Teaching of Foreign Language (3 hours)

764 The Teaching of English (3 hours)

744 Health Education in the Elementary School (2 hours)

744 Physical Education in the Elementary School (2 hours)

764 The Teaching of Social Studies (3 hours)

764 Methods of Teaching Home Economics (3 hours)

764 Methods of Teaching Mathematics (3 hours)

720 Materials and Methods for Teaching Music in Grades K-4 (2 hours)

721 Materials and Methods for Teaching Music in Grades 4-6 (2 hours)

722 Materials and Methods for Teaching Music in Grades 7-12 (2 hours)

744 Music in the Elementary School (2 hours)

ENGLISH

Professor Walton, ***Head;*** *Mary Lynch Johnson Professor Webb; Professors English, Gilbert, Jackson, and Taylor; Associate Professor Davis; Assistant Professors Colby, Grathwohl and Miller; Writer-in-Residence Newton; Adjuncts Britt, Cockshutt, McGregor, O'Shaughnessey, Rosser, and Sickbert.*

THE COURSES OFFERED BY THE DEPARTMENT OF English are designed to foster in the student

- the ability to read critically and to think logically and independently,
- skills in speaking and writing,
- an understanding of and appreciation for the English language,
- an understanding of the power and responsible uses of rhetoric,
- an appreciation for and enjoyment of various genres of literature and film,
- an awareness of the cultures from which this literature has come, and
- an appreciation of human values.

We hope that as a result of her experiences in these courses a student will continue her own education — reading widely, thinking critically, and working to improve her speaking and writing.

The curriculum planned for English majors is designed to develop in our majors

- an historical sense of the development of literature in the English language from its beginnings to the present, and
- a knowledge of the themes and approaches of major writers in English.

A major in English may prepare a student for a variety of careers: teaching and school administration; journalism, technical writing, and editing; personnel work and counseling; positions in business, libraries, museums, and churches; and free-lance writing. A major in English also prepares the student for graduate work in English and related fields, and is recommended as pre-professional training for business, law, and medicine.

— *Requirements for a Major in English*

Thirty-two hours in English, including 111, 201, 206, 275, 375, and a seminar.

Fifteen hours in the following areas:
3 in a survey course (202 or 330)
3 in medieval literature (351 or 352)
3 in Shakespeare (355 or 356)
3 in 18th/19th Century (340, 365, 367, or 368)
3 in 20th Century (335, 345, 364, or 370)

An additional 3 hours in courses numbered above the 200s.

No credit in English is given for 764. Bracketed courses are not offered during this academic year.

A minor, consisting of 18 hours in English but excluding English 111 and 112, is available. See the department head for details.

— *Requirements for a Concentration in Professional Communications*

Eighteen hours, including ART 140, SPE 225, ENG 358*, and one additional writing course chosen from BUS 384, ENG 235, ENG 236, ENG 245, ENG 247, or special topics in publication. Additional hours may be taken in ART 105, 230, 231, 245, 340, BUS 366, 466, 467, 468, and SPE 250, 350 and 360. Internships (ENG 930) are open to juniors and seniors for one to four hours of credit.

— *Prerequisites*

ENG 111 is a prerequisite for all other courses in English; ENG 201 is a prerequisite for all other literature courses in the department.

— *Curriculum*

ENG 111 PRINCIPLES OF WRITING

A study of grammar, punctuation, words, and sentence structure. The writing of effective sentences, paragraphs, and well-organized papers.

3 hours

ENG 112 EXPOSITORY WRITING

A course in expository writing designed to provide students with further practice in the principles of effective composition. Prerequisite: ENG 111 or its equivalent.

3 hours

****[ENG 150 SPELLING]**

A course for poor spellers focusing on varied ways of learning to spell correctly. Pass-fail.

Spring, if sufficient demand *1 hour*

ENG 175 GRAMMAR

Traditional grammar, including a study of elements of sentence structure and applications to proofreading. Required for 6-9 communication skills and 9-12 English certification students.

Spring *1 hour*

ENG 201 MAJOR BRITISH AUTHORS

A study of major British writers designed to foster appreciation for and enjoyment of our cultural heritage, to develop reading skills for a variety of literary types, and to continue instruction in composition. Authors studied: Chaucer, Shakespeare, Milton, an 18th-century writer, Wordsworth, Browning, and a 20th-century writer.

3 hours

---

* ENG 358 must be taken for grade (not pass/fail) to count toward the Professional Communications Concentration.

** Bracketed courses not offered in 1995-96

ENG 202 DEVELOPMENT OF ENGLISH LITERATURE

A chronological study to add breadth and further depth to ENG 201.

3 hours

ENG 206 SURVEY OF AMERICAN LITERATURE

A study of selected major American writers from the colonial period to the present including many genres: poetry, fiction, drama, essay, history, and biography.

3 hours

[ENG 235 WRITING OF POETRY]

A course in the writing of poetry, with some attention given to short fiction. Contemporary and traditional poetry of various cultures will be examples and guides. Students will write, experiment, and criticize.

Fall *3 hours*

ENG 236 WRITING OF FICTION

Narration and poetry from the writer's perspective, with an emphasis on narration. Includes analysis of contemporary fiction and poetry, and writing of fiction and poetry.

Fall *3 hours*

ENG 240 INTRODUCTION TO FILM

A study of film and how to analyze it, including aesthetic, genre, and auteur approaches. The films will include work from the silent period through the 1990s by both American and European directors. Special attention to live and filmed performances.

Fall *3 hours*

ENG 245 INTRODUCTION TO JOURNALISM

An introductory course in news, feature, and editorial writing. Topics to be examined include the role, history, and production of newspapers.

Fall *3 hours*

ENG 247 COPY-EDITING

Editorial skills for working with a wide range of publications. Stylistic editing, substantive editing, and production editing.

Spring *3 hours*

ENG 275 TECHNIQUES OF LITERARY RESEARCH

An introduction to the process and techniques of gathering and recording data for a literary research paper.

1 hour

ENG 330 AFRICAN-AMERICAN WRITERS

A survey of African-American literature from slave narratives to recent works of fiction, non-fiction, poetry, and drama.

Spring *3 hours*

ENG 335 20TH-CENTURY WORLD LITERATURE IN TRANSLATION

A study of 20th-century literature from Europe, Africa, Asia, and South America, including novels, short stories, autobiography, and drama. Readings will show perspectives of different cultures and a variety of artistic modes.

Fall *3 hours*

ENG 340 DEVELOPMENT OF THE BRITISH NOVEL

A study of the development of the British novel from its origins to the beginning of the 20th century. The novels to be studied will represent a variety of forms and styles and will include writers such as Austen, Dickens, Eliot, Hardy and others.

Spring *3 hours*

ENG 345 IRISH RENAISSANCE

A study of the Irish Literary Revival focusing on works by Lady Gregory, W.B. Yeats, J.M. Synge, James Joyce, and others.

Spring *3 hours*

[ENG 350 TOPICS IN DRAMA]

Topics vary. Options include the development of British drama and modern drama. Regularly offered in Meredith Study Abroad curriculum.

Fall *3 hours*

ENG 351 OLD ENGLISH

A study of Old English language and a reading of a history of the English language. Readings of selected prose and poetry in Old English.

Fall *3 hours*

ENG 352 CHAUCER

A study of Chaucer's poetry with a few selections from other Middle English writings. Supplementary study of etymology of English words and supplementary reading in background material.

Spring *3 hours*

ENG 355, 356 SHAKESPEARE

A study of selected English history plays and "sunny" comedies (355); selected tragedies, "dark" comedies, and late romances (356). Supplementary reading in non-dramatic works of Shakespeare and a few major pieces of criticism. Special attention to live and filmed performances.

Fall (ENG 355) *3 hours*
Spring (ENG 356) *3 hours*

ENG 357 SEMINAR IN 17TH CENTURY POETRY: MILTON AND CONTEMPORARIES

A study of verse by major figures of the British Renaissance besides Shakespeare: Jonson, Donne, Herbert, Marvell, and particularly Milton. Prerequisite: ENG 275 or the equivalent.

Fall *3 hours*

ENG 358 ADVANCED WRITING: EXPOSITORY AND TECHNICAL

Extensive practice in writing, editing and proofreading different kinds of expository prose, including a technical report. A review of the principles of grammar as they apply to editing and proofreading. An introduction to word processing and machine editing.

3 hours

ENG 359 SEMINAR IN AMERICAN LITERATURE

Topics are selected yearly. Some have included American romantic literature, Southern American litera-

ture, and American women writers. Prerequisite: ENG 206, and ENG 275 or equivalent.
Spring *3 hours*

[ENG 364 20TH-CENTURY POETRY IN ENGLISH]
A study of 20th-century poetry in the English language, with concentration on some of the major poets and principal schools of poetry, and with briefer study of a wide range of contemporary poets and their works.
Spring *3 hours*

[ENG 365 ENGLISH POETRY OF THE ROMANTIC PERIOD]
A study of Wordsworth, Shelley, and Keats, with selections from other poets of the Romantic Period.
Fall *3 hours*

ENG 367 ENGLISH LITERATURE OF THE VICTORIAN PERIOD
A study of Victorian poetry and prose (fiction and non-fiction), with attention to the works of both men and women of the period.
Fall *3 hours*

[ENG 368 ENGLISH LITERATURE OF THE 18TH CENTURY]
A study of major works of Swift, Pope, Boswell, and Johnson with additional reading from other authors illustrating the age and significant literary forms.
Spring *3 hours*

ENG 370 20TH-CENTURY PROSE IN ENGLISH
A study of 20th-century prose in the English language, including novels, short stories, and drama, with concentration on principal figures and briefer treatment of other writers chosen to illustrate schools, trends, or the range of contemporary writing.
Fall *3 hours*

ENG 375 RESEARCH PROJECT
Directed individual research investigating the critical response to some literary work and culminating in a research paper. Prerequisite: ENG 275.
1 hour

ENG 475 INTRODUCTION TO LITERARY CRITICISM
An introduction to the art of literary criticism from Aristotle to Derrida.
Spring *1 hour*

ENG 498 SEMINAR IN EUROPEAN LITERATURE
Representative epics, dramas, and novels of continental literature studied in relation to English literature. Open only to majors in English. Prerequisite: ENG 275 or the equivalent.
Spring *3 hours*

ENG 764 THE TEACHING OF ENGLISH
A study of different methods of teaching the content and skills included in a secondary English curriculum. Block.
Fall *3 hours*

Students who wish advanced study and research in literature should consult with the department head and arrange for it through the special studies option listed on page 59. Students may elect courses through the Cooperating Raleigh Colleges.

FOREIGN LANGUAGES

Professor Winz, ***Head;*** *Professors Pitts and Thomas; Associate Professors Comeaux, Short, and Reiss; Assistant Professor Rey; Instructor Fugate; Adjuncts Coxe and Nittoli.*

THE DEPARTMENT OF FOREIGN LANGUAGES OFFERS a major in French and Spanish, two years of Latin with some advanced work and three years of German. The department has as its basic objectives the acquisition of a speaking, reading, and writing knowledge of at least one foreign language and the study of foreign civilization, literature, and culture.

Minors are also available. Eighteen hours of course work above 101, 102 are required. Contact the department head for more information.

— *Requirements for Majors in French and Spanish*

Thirty-two (32) hours above 101, 102 of course work are required for a major in French or Spanish. These must include 304, 305, 306, 307, 364, 365 for both French and Spanish. Majors in Spanish must also include 366 and 367. All foreign language majors are required to enroll in FRE 350 or SPA 350, respectively, for two semesters. French majors must also take HIS 102. Spanish majors have the option of taking either HIS 102 or HIS 200. Majors are advised to study a second language as a related field and are urged to take advantage of the overseas study programs offered through the department and the College. It is strongly recommended that majors work as assistants in the department for two to three semesters or longer. Future teachers are particularly encouraged to pursue an internship as these become available.

— *Advanced Study*

Foreign language students who wish more advanced study in the language should consult with the department head and arrange for it through special studies options, such as those listed on page 59.

Students may also elect courses at other CRC (Cooperating Raleigh Colleges) institutions. Students of German may arrange for a contract major in consultation with the department head.

— *Advanced Placement*

Entering students will be placed through the registrar's office at the appropriate level of a foreign language on the basis of high school units. Students will not receive any credit if they place themselves on a lower level. A placement test will be given before the beginning of the semester. Students who have had three years of

Spanish, French, or German **must** take this departmental test, but students with fewer or more years of language study may take it at their request. Entering students, as well as continuing students, may receive up to six hours credit for courses "skipped" on the intermediate level. To receive advanced placement credit for 205/206, a student must apply to the department head upon completion of two three-hour courses at the 300 level with a grade of C or better. She will then have earned a total of 12 credit hours in the language she studied. The foreign language requirement can never be waived except for students whose native tongue is not English.

— *Curriculum*

French

FRE 101 ELEMENTARY FRENCH CONVERSATION I

Introduction to modern spoken French. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for FRE 103. Independent language laboratory work required per week.

Fall *3 hours*

FRE 102 ELEMENTARY FRENCH CONVERSATION II

A review and continuation of FRE 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

Spring *3 hours*

FRE 103 STRUCTURAL FRENCH

A thorough and accelerated review of first-year French for students who had two years of high school work in the language, but who cannot qualify for FRE 205. Independent language laboratory work required per week.

Fall/Spring *3 hours*

FRE 205 INTERMEDIATE FRENCH I

A review and continuation of FRE 102 and FRE 103, and gradual introduction of graded readings. Independent language laboratory work required per week. Prerequisite: FRE 102, FRE 103 or equivalent.

Fall and Spring *3 hours*

FRE 206 INTERMEDIATE FRENCH II

A continuation of FRE 205. Emphasis on the reading and discussion (in French) of texts of moderate difficulty. Independent language laboratory work required per week. Prerequisite: FRE 205 or equivalent.

Spring *3 hours*

FRE 301 BUSINESS FRENCH

A survey of the vocabulary and principles of the French business world, with special attention to the development of practical communication skills. Prerequisite: two years of college French, or equivalent.

Spring, odd-numbered years *3 hours*

FRE 304 FRENCH CIVILIZATION

A survey of the historical development of France as a nation and as a people, including her contributions to Western culture in the fields of art, religion, and music.

Fall, even-numbered years *3 hours*

FRE 305 FRENCH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in French. One hour of non-credit language laboratory required per week. Prerequisite: FRE 205 or equivalent.

Fall *3 hours*

FRE 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in French. One hour of non-credit writing laboratory required per week. Prerequisite: FRE 205 or equivalent.

Spring *3 hours*

FRE 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary French. Required of majors. Prerequisites: FRE 305, FRE 306.

Fall or Spring *3 hours*

FRE 308 INTRODUCTION TO FRANCOPHONE LITERATURE

Introduction to a variety of texts from the French speaking world. Students will learn practice strategies on how to read and analyze a variety of literary genres in various media (text, film, song, artwork). Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.

Fall, even-numbered years *3 hours*

FRE 309 INTRODUCTION TO FRENCH WOMEN WRITERS

Introduction to a broad range of female authorship from the Middle Ages to the present expanding the student's understanding of ways in which female authorship is shaped by gender as well as by historical and social aspects. Students will learn practical strategies on how to read and analyze a variety of genres. Recommended as a first (introductory) literature course. Prerequisite: Intermediate level proficiency.

Fall, odd-numbered years *3 hours*

FRE 364 FRENCH LITERATURE TO 1789

Selected readings in French literature from the beginnings to the French revolution with some emphasis on culture and civilization.

3 hours

FRE 365 FRENCH LITERATURE FROM 1789 TO THE PRESENT

Selected readings in French literature from the French revolution to the present.

3 hours

FRE 394 SEMINAR IN SEVENTEENTH CENTURY*

A literary study of the representatives of French Classicism in religious thought, philosophy, and drama, with some reference to their importance in the development of continental European civilization.

3 hours

FRE 395 SEMINAR IN EIGHTEENTH CENTURY*

The period of the decline of absolutism, the rise of the bourgeoisie, and the development of the rational spirit as shown in the literature of 18th-century France with some emphasis on Franco-American relationships.

3 hours

FRE 396 SEMINAR IN NINETEENTH CENTURY*

An in-depth study of the different literary genres of the 19th century with an emphasis on Flaubert, Baudelaire, and selected romantic writers.

3 hours

FRE 397 SEMINAR IN TWENTIETH CENTURY*

A study of the main literary movements of the 20th century, with selected readings of contemporary writers.

3 hours

Note: Before enrolling in a literature course, a student should normally complete the 305,306 sequence. A student with a particularly strong background in French from Meredith, or a student who places out of the 200-level sequence, may be admitted to a literature course with the permission of the professor.

FRE 300 LIFE AND STUDY ABROAD

Intensive study and homestay in France. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

FRE 302 TOPICS IN FRENCH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in France or a francophone country. Since instruction is in French, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

FRE 350 FRENCH SEMINAR

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in French. Aspects of the culture, civilization, and literature of the French speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200- or 300-level course work or approval of instructor. Regular grading or pass-fail. Two semesters required of majors. May be repeated up to four times. Cannot fulfill general education language requirement.

Fall/Spring *1 hour*

For Licensure Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOLS

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Internships

A limited number of internships for advanced students can be arranged through the department.

Certificat Pratique de Français Commercial et Economique

Meredith has been identified as a testing center for the Certificat Pratique, awarded by the Chambre de Commerce de Paris. Advanced students should contact the department head for details.

Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

German

GER 101 ELEMENTARY GERMAN I

Introduction to the German language. Grammar, graded readings, and some oral emphasis. Independent language laboratory work required per week.

Fall *3 hours*

GER 102 ELEMENTARY GERMAN II

Review and continuation of GER 101. Prerequisite: GER 101 or equivalent. Independent language laboratory work required per week.

Spring *3 hours*

---

* The literature seminars will not be offered on a regular basis. Students should consult the department head for information.

GER 205 INTERMEDIATE GERMAN I

Review of German grammar; introduction of more difficult aspects of the language; readings of appropriate difficulty; increased practice in the use of the spoken language. Independent language laboratory work required per week. Prerequisite: GER 102 or equivalent.

Fall *3 hours*

GER 206 INTERMEDIATE GERMAN II

A continuation of German 205. More advanced grammar and readings and further emphasis on the spoken language. Independent language laboratory work required per week. Prerequisite: GER 205 or equivalent.

Spring *3 hours*

GER 306 ADVANCED GERMAN GRAMMAR

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in German. Prerequisite: GER 205/206 or equivalent.

Fall or Spring *3 hours*

GER 307 ADVANCED CONVERSATION

Focus on advanced oral proficiency with detailed analysis of the semantic and syntactic structure of the German language. Prerequisites: GER 205,206 or equivalent.

3 hours

GER 366 ADVANCED GERMAN READING

Readings and discussion of selected authors. May be taken on multiple occasions. Prerequisite: GER 205, 206 or equivalent.

3 hours

GER 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a German-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

GER 302 TOPICS IN GERMAN LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in Germany or Austria. Since instruction is in German, the course carries as a prerequisite the completion of second-year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

Italian

ITA 101 ELEMENTARY ITALIAN I

Introduction to modern spoken Italian. English will be used in the classroom for orientation purposes only. Grammar, graded readings and oral emphasis. Independent language laboratory work required per week.

Fall *3 hours*

ITA 102 ELEMENTARY ITALIAN II

A review and continuation of ITA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory work required per week.

Spring *3 hours*

Latin

LAT 101 ELEMENTARY LATIN I

A course for beginners in the fundamentals of Latin grammar. Independent computer work required per week.

Fall *3 hours*

LAT 102 ELEMENTARY LATIN II

A review and continuation of LAT 101. Increased emphasis on reading. Independent computer work required per week.

Spring *3 hours*

LAT 205 INTERMEDIATE LATIN I

An intermediate course in Latin designed to prepare the student for work with the more difficult authors. Grammar review, readings from Cicero and Ovid. Independent computer work required per week.

Fall *3 hours*

LAT 206 INTERMEDIATE LATIN II

A continuation of Latin 205 with further emphasis on advanced readings. Independent computer work required per week.

Spring *3 hours*

Students should consult with the department head about the possibility of advanced Latin studies.

Spanish

SPA 101 ELEMENTARY SPANISH I

Introduction to modern spoken Spanish. English will be used in the classroom for orientation purposes only. Open to all students who cannot qualify for SPA 103. Independent language laboratory required per week.

Fall *3 hours*

SPA 102 ELEMENTARY SPANISH II

A review and continuation of SPA 101. English will be used in the classroom for orientation purposes only. Independent language laboratory required per week.

Spring *3 hours*

SPA 103 STRUCTURAL SPANISH

A thorough and accelerated review of first year Spanish for students who had two years of high school work in the language, but who cannot qualify for SPA 205 Independent language laboratory required per week.

Fall/Spring *3 hours*

SPA 205 INTERMEDIATE SPANISH I

A review and continuation of SPA 102 and SPA 103, and gradual introduction of graded readings. Independent language laboratory required per week. Prerequisite: SPA 102, SPA 103, or equivalent.

Fall/Spring *3 hours*

SPA 206 INTERMEDIATE SPANISH II

A continuation of SPA 205. Emphasis on the reading and discussion (in Spanish) of texts of moderate difficulty. Independent language laboratory required per week. Prerequisite: SPA 205 or equivalent.

Spring *3 hours*

SPA 303 CIVILIZATION OF SPAIN

The historical development of Spain as a nation and a people, including her contributions to Western culture in the fields of art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page ____ of this catalog.

Fall, even-numbered years *3 hours*

SPA 304 SPANISH AMERICAN CIVILIZATION

The historical development in the Hispanic speaking countries of the world and the impact on their culture in various fields such as art, religion, and music. Cannot fulfill humanities and fine arts requirement as listed on page ____ of this catalog.

Fall, odd-numbered years *3 hours*

SPA 305 SPANISH PHONETICS AND PHONOLOGY

This course focuses on students' pronunciation, intonation, and oral proficiency. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Fall *3 hours*

SPA 306 ADVANCED GRAMMAR, COMPOSITION AND LINGUISTICS

Study of complex grammar structures. Designed to improve students' writing skills. Required of all majors and minors in Spanish. Prerequisite: SPA 205 or equivalent.

Spring *3 hours*

SPA 307 ADVANCED CONVERSATION

Open to juniors and seniors or to other students with special permission from instructor. Focus on oral proficiency with detailed analysis of the semantic and syntactic structure of contemporary Spanish. Required of majors. Prerequisites: SPA 305, SPA 306.

Fall or Spring *3 hours*

SPA 308 READING TECHNIQUES

This course introduces students to basic techniques for approaching and examining texts in Spanish. Selected readings range from realia such as advertisements, newspaper articles and lyrics to more advanced literary texts such as short stories and essays. Recommended as an introduction to literature. Prerequisite: Intermediate level proficiency.

3 hours

SPA 364 SPANISH LITERATURE TO 1800

Selected Spanish literature, beginning with the "Poema de mio Cid" and going through the 17th century. Required of majors.

Fall, odd-numbered years *3 hours*

SPA 365 SPANISH LITERATURE FROM 1800 TO PRESENT

A study of the more important works of Spanish literature, particularly as they reflect Spanish life and culture. Alternates with SPA 366, 367. Required of majors.

Spring, even-numbered years *3 hours*

SPA 366 SPANISH-AMERICAN LITERATURE TO 1875

A study of the key authors and texts of the Spanish Colonial and Independence Periods. Required of majors.

Fall, even-numbered years *3 hours*

SPA 367 SPANISH-AMERICAN LITERATURE FROM 1875 TO THE PRESENT

Selected readings from key authors such as Dario, Azuela, Carpentier and Neruda. Required of majors.

Spring, odd-numbered years *3 hours*

SPA 368 MODERN SPANISH DRAMA*

Masterpieces of modern Spanish drama.

3 hours

SPA 369 MODERN SPANISH PROSE, POETRY*

Masterpieces of modern Spanish prose (emphasis on the novel), beginning with Miguel de Unamuno. Selected poetry from Nobel Prize winners Vicente Aleixandre and others.

3 hours

Note: Before enrolling in a literature course, a student should normally complete the 305/306 sequence. A student with a particularly strong background in Spanish from Meredith or a student who places out of the 200-level sequence may be admitted to a literature course with the permission of the professor.

SPA 300 LIFE AND STUDY ABROAD

Intensive study and homestay in a Spanish-speaking country. Pass-fail. Credit awarded according to departmental guidelines. Permission of department required for enrollment.

1 to 3 hours

SPA 302 TOPICS IN SPANISH LANGUAGE AND CULTURE

This course is offered only in connection with the department's programs of study in a Spanish-speaking country. Since instruction is in Spanish, the course carries as a prerequisite the completion of second year language study. The course may entail instruction before, during, and after the experience abroad. Credit is awarded according to the following guidelines:

Completion of assigned readings: 1 hour. Completion of a paper or journal: 1 hour. Participation in a series of organized visits: 1 hour. Grading A-F, or pass/fail. Depending on the objectives of the foreign study program, directors may require any combination of the above elements, but in no case will more than three (3) credit hours be awarded for the course.

1 to 3 hours

SPA 350 SPANISH SEMINAR

This is a weekly seminar (80 minutes per week) designed to perfect a student's aural/oral skills through complete immersion in Spanish. Aspects of the culture, civilization, and literature of the Spanish speaking countries in the world will be discussed. Other activities include films, workshops, field trips, and the like. Prerequisites: 200 or 300 level course work, or approval of instructor. Regular grading or pass-fail. May be repeated up to four times for credit. Two semesters required of majors. Cannot fulfill general education language requirement.

Fall/Spring *1 hour*

For Licensure Only

FL 763 THE TEACHING OF A FOREIGN LANGUAGE IN THE ELEMENTARY AND MIDDLE SCHOOLS

Offered on an alternating basis with FL 764. Students should consult the head of the Department of Foreign Languages.

2 hours

FL 764 THE TEACHING OF A FOREIGN LANGUAGE IN THE SECONDARY SCHOOL

Offered on an alternating basis with FL 763. Students should consult the head of the Department of Foreign Languages.

2 hours

Frequently, the department offers special courses, under the 900 number. These will be printed in the semester schedules. Students should consult with the head of the department for further information about these courses.

HEALTH, PHYSICAL EDUCATION, AND DANCE

Professor Chamblee, ***Head and Athletic Director;*** *Professor Bross; Associate Professor Colwell-Waber; Assistant Professors Brown, Campbell, Hatchell and Shapiro; Adjuncts Beadle, Cooper, Cornejo, Lowry, Mayberry, Piette, Puett, Raley, Richard and Wang.*

THROUGH HEALTH, PHYSICAL EDUCATION AND dance the student gains greater knowledge and appreciation of her physical self by integrating skill development with creative and cognitive thought processes. The department offers a wide variety of theory and activity courses, with special emphases on fitness, life-time sports, and dance. For the highly skilled, there are opportunities to participate in intercollegiate athletics, Meredith Dance Theatre, or Aqua Angels.

The department offers a program of study leading to a Bachelor of Arts degree in Dance, which emphasizes the creative, technical, and theoretical aspects of dance as a performing art. Students interested in teaching may obtain a K-12 Teaching Licensure in Dance. The department also offers a minor in dance and minors in physical education with emphases on fitness, teaching, and coaching.

Students who wish to pursue special studies or contractual majors should consult with the department head. Courses not available at Meredith may be taken through the Cooperating Raleigh Colleges program with the approval of the department head.

— *Requirements for a Major in Dance*

The requirements for a major in dance shall include fulfillment of the general education requirements in addition to the following 56 credit hours:

A. Science Core........16
  BIO 101/141, General Biology I and lab (4)*
  BIO 102/142, General Biology II and lab (4)*
  BIO 322/342, Human Anatomy and Physiology (4)
  HED 282, Prevention and Care of Movement Injuries (1)
  PED 482, Kinesiology (3)
B. Dance Technique and Performance........14
 Technique*........10
  DAN 253/353/453, Modern Technique level II or above (4)
  DAN 251/351/451, Ballet Technique level II or above (2)
  DAN 254/354/454, Jazz Technique level II or above (1)

---

* Fulfills general education requirements.

Electives (may include DAN 258) (3)
Performance 4
DAN 456 Meredith Dance Theatre (4)

C. Dance Theory..23
DAN 156, Movement Improvisation (2)
THE 245, Stagecraft (3)*
DAN 200, Dance Appreciation (3)*
DAN 255, Movement Fundamentals (2)
DAN 256, Composition I (3)
DAN 356, Composition II (3)
DAN 359, Dance History (3)
DAN 452, Dance Practicum (1)
DAN 455, Dance Production (3)

D. Fine Arts Electives 3
Three hours of guided electives to be chosen from music, theatre, or art; or three hours from dance courses numbered 300 or above, including methods.

— *Teaching Licensure in Dance*

The K-12 Teaching Licensure in Dance is designed for those students who wish to pursue the teaching of dance as a profession in both private and public settings. This program of study will result in certification by the North Carolina Department of Public Instruction to teach dance in Grades K-12. See specific requirements in the teacher education section of this catalogue.

Theory: Health

HED 100 CONTEMPORARY HEALTH ISSUES

A course designed to provide students with knowledge of personal and community health. Special emphasis on developing positive health attitudes and practices.

2 hours

HED 200 FIRST AID*

A course designed to prepare students with knowledge and skills to administer immediate care to victims of injuries and sudden illness.

2 hours

HED 282 PREVENTION AND CARE OF INJURIES

A course designed to provide instruction in the prevention and treatment of movement injuries. Course material includes an introduction to athletic training, the fundamentals of injury prevention and evaluation, and the management of the most common dance and sport-related conditions. Practical hours give students the opportunity to work with a certified athletic trainer in the field.

1 hour

HED 744 HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

A course designed to provide students with knowledge and understanding of the health needs and interests of elementary school-age children and with information, ideas, and experiences pertinent to planning, teaching, and evaluating health instruction at the elementary school level. Includes observations and field experiences in a school setting.

2 hours

Theory: Physical Education

PED 255 ELEMENTARY GAMES AND ACTIVITIES

A course designed to prepare students with the knowledge and skills to plan, organize, and teach games and activities for grades K-6. Basic principles of motor development and psychology of motor learning related to the learning and performance of motor skills will be emphasized.

2 hours

PED 329 PHYSICAL FITNESS

A course designed to provide knowledge of the interrelationship of fitness, nutrition, weight control, body mechanics, stress, and the values of exercise and sport programs. Proper methods of exercising, stretching, and strength training are stressed.

3 hours

PED 350 TEACHING AND COACHING INDIVIDUAL SPORTS

Designed to offer students experiences in instructional methodology appropriate to teaching individual sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in individual sports activity classes chosen from archery, badminton, golf, tennis; intercollegiate tennis; or equivalent.

3 hours

PED 351 TEACHING AND COACHING TEAM SPORTS

A course designed to offer students experiences in instructional methodology appropriate to teaching team sports. Students will formulate objectives and plan lessons. Coaching strategies, fundamentals, techniques, conditioning, and administrative duties will be stressed. Includes field experiences. Prerequisites: two credit hours in team sports activity classes chosen from basketball, soccer, softball, volleyball; intercollegiate basketball, soccer, softball, or volleyball; or equivalent.

3 hours

PED 450 PRACTICUM FOR GRADES K-6

A course designed to provide a supervised teaching experience emphasizing basic movement, sports skills, games, dance, and gymnastics in a school setting. Prerequisites: PED 744, HED 744.

3 hours

---

* Fulfills general education requirements.

PED 451 PRACTICUM FOR GRADES 7-12

A course designed to provide a supervised teaching and/or coaching experience in a school setting. Prerequisites: PED 350 or PED 351.

3 hours

PED 482 KINESIOLOGY

A study of the neuromuscular and mechanical principles of movement. This course examines the way bones and muscles work in all types of dance and sport-related activities. Content also includes understanding muscular imbalances, physiological support systems, body types, movement behavior, and movement efficiency. Prerequisite: BIO 332 and 342 or approval of instructor.

3 hours

PED 744 PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL

A study of the role physical education plays in child development, in school curriculum, and in society. Emphasis on the "movement approach" to learning fundamental motor skills, creative dance, stunts and tumbling, classroom games of low organization, and activities in fitness development. Lesson planning, methods, and techniques of evaluation are encountered through student presentations and field experiences in a school setting. Ten hours of observation required.

2 hours

Theory: Dance

DAN 200 DANCE APPRECIATION

Through a broad survey of different genres of dance, students will gain an appreciation of the way this art form reflects social and historical experiences. The course will include lectures, readings, and opportunities to see dance through video, film, and live performances.

3 hours

DAN 255 MOVEMENT FUNDAMENTALS

An introduction, through readings and movement exploration, to the fundamental elements of human movement, including the use of the body, space, effort, and time.

2 hours

DAN 256 DANCE COMPOSITION I

An introductory course to the basic elements of solo modern dance choreography, including the use of space, time, energy, abstraction, motif and development, basic form, and the selection of music. Prerequisite: DAN 156 or by teacher permission.

Spring Semester *3 hours*

DAN 257 MUSIC FOR DANCE

A study of the basic principles underlying the relationship between music and dance. Topics covered will include musical notation, musical terminology, basic accompaniment, teacher/accompanist relationships, and relationships between choreography and music. Students enrolling in the course should have rudimentary experience with dance/movement.

Alternate years, Spring semester *2 hours*

DAN 356 DANCE COMPOSITION II

The study of modern dance choreography for groups. Using improvisation, assigned movement problems, and viewings of 20th-century modern dance choreography, students will learn the process of crafting the basic elements of choreography into group form.

Fall semester *3 hours*

DAN 359 DANCE HISTORY

A survey of the historical development of dance as an art form during the 17th through 20th centuries, with particular emphasis on contemporary dance. Content includes in-depth looks at the artists, their philosophies, and the social context within which they worked.

Spring semester *3 hours*

DAN 452 DANCE PRACTICUM

An opportunity for students to gain practical experience in such areas as choreography, teaching, production, one-on-one body work, etc. All course specifications must be approved by the instructor prior to registration.

1 to 3 hours

DAN 455 DANCE PRODUCTION

A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, publicity and promotion, management and administration, stage management, and videography.

Even years, Fall semester *3 hours*

DAN 761 THEORY AND METHODS OF TEACHING DANCE, K-6

A theoretical study of the development of dance based in creative arts education. Students come to understand the relationship between theory and practice of dance education through observation, reflection, and discussion. Attention is given to the objectives and methods of creative movement as it relates to and enhances the total curriculum. Prerequisite: DAN 255 or by teacher permission.

Fall semester *3 hours*

DAN 762 THEORY AND METHODS OF TEACHING DANCE, 7-12

Emphasis is placed on the synthesis of theory and practice of dance as an aesthetic process integrating critical and creative thinking skills. Content includes writing lesson plans, exploring and experiencing teaching approaches, and examining methods of

evaluation. Prerequisite: DAN 761 or by teacher permission.
Spring semester *3 hours*

DAN 763 REFLECTIVE TEACHING

A course designed to provide the student with directed field experiences in teaching dance. Course content includes developing lesson plans, guided teaching experiences, and evaluation. Emphasis is on critical reflection about teaching and learning. Prerequisite: DAN 761/762.
Fall semester *3 hours*

Activity Classes

In meeting her general education requirements, a student may choose from any of the activities offered; however, non-swimmers are strongly encouraged to take beginning swimming during one of the four semesters. After a student has met her requirements, she may elect additional activity courses which may be taken for a grade or pass-fail. However, no more than eight credits may be counted in the 124 hours required for graduation except for students majoring in dance or minoring in physical education or dance.

Students may repeat Physical Education and Dance activity courses at the same level only with special permission granted by the department head and upon recommendation from her previous instructor.

Unless specified, activity courses carry one credit hour per semester. A student may not audit an activity course without special permission from the department head. Pass-fail grading. (See pages 56-57 for exception.)

Bowling, equitation, ice skating, and skiing are taught by professionals at off-campus facilities.

Listed below are activity courses offered on a regular basis by the Department. Offerings vary from semester to semester based on student interests, facilities and faculty.

Physical Education

Aquatics

PED 110 **Beginning Swimming*** — A course designed for non-swimmers. Emphasis on water adjustment and basic strokes essential for survival in the water.

PED 113 **Synchronized Swimming I*** — An introduction to synchronized swimming fundamentals including figures, stroke variations and choreography. Prerequisite PED: 110 or equivalent experience.

PED 210 **Intermediate Swimming** — This course is a continuation of Swimming I. Emphasis on front crawl, backstroke, elementary backstroke, breast-stroke, sidestroke, physical conditioning and safety skills.

PED 212 **Scuba Diving*** — A course designed to teach basic theory and skills necessary for skin and scuba diving. Students have the opportunity for open water experience and certification. Prerequisite PED: 210 or equivalent experience.

PED 310 **Swim Conditioning** — This course is a continuation of PED 21O. Emphasis on physical conditioning through lap swimming, refinement of all strokes, synchronized swimming and diving. Prerequisite: PED 210 or equivalent experience.

PED 311 **Lifeguarding*** — A course designed for strong swimmers seeking an American Red Cross Lifeguarding certificate. Prerequisite: 210 or equivalent experience. (2 hours)

PED 312 **Water Safety Instructor** — A course to train students to teach American Red Cross water safety courses. Prerequisite: Current certification in Lifeguard Training or Emergency Water Safety. Prerequisite: PED 210 or equivalent. (2 hours)

PED 313 **Synchronized Swimming II** — Aqua Angels (performing group); advanced skills with emphasis on show production. Prerequisite: PED 113 or equivalent plus audition.

Physical Fitness

PED 120 **Cross Training** — An introduction to a variety of fitness activities, including muscle tone and stretch exercises, aerobic dance, and step aerobics.

PED 121 **Aerobic Dance-Cardio Funk** — A course designed to provide cardiovascular fitness through aerobic street dance movements.

PED 122 **Aerobic Dance-Exercise** — A course designed to provide cardiovascular fitness through aerobic dance movements.

PED 124 **Strength Training** — An introduction to strength training with emphasis on the basic principles of exercise, and safe and effective training techniques.

PED 125 **Aquatic Fitness** — A water aerobics course with emphasis on improving cardiovascular fitness through movement exercise in the water to music. Prerequisite: must be able to swim two lengths of the pool.

PED 126 **Muscle Strength and Stretch** — An introduction to a variety of exercises to increase muscular strength, endurance, and flexibility using latex bands.

Individual Sports

PED 130 **Equitation I*** — Instruction in horseback riding at the beginning level. Taught off-campus at McNair's and Ballentine's stables. Transportation not provided.

PED 140 **Archery** — Instruction in target shooting with bow and arrows, safety precautions, equipment use, scoring, and terminology. Recommended for all skill levels.

---

* Additional fee

PED 141 **Badminton I** — A course designed for beginners which includes instruction in basic badminton skills (grip, strokes, and serve), rules and strategies for singles and doubles play.

PED 142 **Bowling I*** — Instruction in ball selection, grip, stance, approach, delivery, bowling etiquette, safety precautions, rules, scoring, and terminology. Taught off-campus, transportation not provided.

PED 143 **Golf I*** — A course designed for beginners which includes instruction in basic golf skills (grip, stance, full-swing with irons, chipping, approach shots, and putting), etiquette, safety precautions, rules, scoring, and terminology.

PED 146 **Tennis I** — A beginning course which includes instruction in basic tennis skills (grip, groundstrokes, serve, and volley), rules and strategies for singles and doubles play.

PED 147 **Snow Skiing*** — Instruction in down-hill snow skiing for beginners. Instruction provided at the ski area by the Ski School. Transportation not provided.

PED 149 **Karate I*** — This course is to serve as an introduction to the American Karate system for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardio-vascular fitness. Through a systematic training program of repetition, the student will learn the application of simple karate techniques and gain the ability to defend herself in an attack situation.

PED 150 **Ice Skating*** — Instruction in ice-skating for beginners. Instruction provided at The Ice House in Cary. Transportation not provided.

PED 152 **Folk and Square Dance** — An introduction to international folk dances, American Square dances and contemporary Country-Western dances. Appropriate for all levels. (Also listed as DAN 152).

PED 157 **Country Line Dance** — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as DAN 157)

PED 230 **Equitation II*** — Instruction in horseback riding techniques. at the intermediate level. Taught off-campus at McNair's and Ballentine's stables. Transportation not provided. Prerequisite: PED 130 or equivalent experience.

PED 241 **Badminton II** — Refinement of badminton skills with an emphasis on drills and strategies for singles and doubles play. Prerequisite: PED 141 or equivalent experience.

PED 242 **Bowling II*** — Review of basic bowling skills and refinement of the delivery, the approach, spare coverage, plus competitive matches. Emphasis on handicapping and league bowling. Taught off-campus, transportation not provided. Prerequisite: PED 142 or equivalent experience.

PED 243 **Golf II*** — Refinement of golf skills with instruction on full-swing with irons and woods, chipping, approach shots, sand play and putting; rules, scoring and course management.

PED 246 **Tennis II** — Review of basic tennis skills with an emphasis on footwork, groundstrokes, service, volley, lobs, overheads, rules and strategies for singles and doubles play. Prerequisite: PED 146 or equivalent experience.

PED 249 **Karate II*** — This intermediate course is to serve as an extension of Karate I. The student will be encouraged to test for the rank of Green Tip in this class. The Karate II students will learn advanced Katas, Self Defense, and Sparring. Prerequisite: PED 149 or equivalent experience.

PED 330 **Equitation III*** — Instruction in horseback riding at the advanced level. Taught off-campus at McNair's and Ballentine's stables. Transportation not provided. Prerequisite: PED 230 or equivalent experience.

PED 346 **Tennis III** — Refinement of tennis skills with an emphasis on volley, lobs, overheads, dropshots, drills and strategies for singles and doubles play. Prerequisite: PED 246 or equivalent.

PED 349 **Karate III*** — This advanced course is to serve as an extension of Karate II. The student will be expected to expand her skill level and knowledge of Kata, Self Defense, and Sparring. She will be encouraged to complete the requirements for Green Belt. Prerequisite: PED 249 or equivalent experience.

Team Sports

PED 161 **Basketball** — A beginning level course which includes instruction in shooting, passing, ball-handling, basic offensive and defensive strategies; opportunity for team play.

PED 162 **Soccer** — A beginning level course which includes instruction in shooting, passing, ball-handling, goal-tending, basic offensive and defensive strategies; opportunity for team play.

PED 163 **Softball** — A beginning level course which includes instruction in basic fast-pitch softball skills (hitting, fielding and base-running), basic offensive and defensive strategies, opportunity for team play.

PED 164 **Volleyball** — A beginning level course which includes instruction in passing, setting, hitting, and serving; basic offensive and defensive strategies; opportunities for team play.

---

* Additional fee

Intercollegiate Sports

(Membership on teams by try-outs)

A physical examination immediately preceding sports season is required.

PED 471 **Intercollegiate Basketball** — Winter season (1 hour, Fall; 1 hour, Spring)

PED 472 **Intercollegiate Soccer** — Fall season (2 hours, Fall)

PED 475 **Intercollegiate Volleyball** — Fall season (2 hours, Fall)

PED 476 **Intercollegiate Tennis** — Fall and spring season (2 hours, Fall; 2 hours, Spring)

PED 477 **Intercollegiate Fast Pitch Softball** — Spring season (2 hours, Spring)

Dance

DAN 151 **Ballet I** — A basic study of ballet including its vocabulary, technique, history and performance. Appropriate for beginning-level students.

DAN 152 **Folk and Square Dance** — An introduction to international folk dances, American square dances and contemporary Country-Western dances. Appropriate for all levels.

DAN 153 **Modern I** — A basic study of modern dance including warm-up, alignment, technique, history and performance. Appropriate for beginning-level students.

DAN 154 **Jazz I** — A basic study of jazz dance including warm-up, isolations, technique and history. Appropriate for beginning-level students.

DAN 155 **African Dance** — A basic study of the movement vocabulary and technique of many of the cultural, social, and ritual dances of Africa. The class will be accompanied with traditional African percussion music. Appropriate for beginning level students.

DAN 156 **Movement Improvisation** — An experiential study of the expressiveness of one's own movement vocabulary based on the skill of moving spontaneously.

2 hours

DAN 157 **Country Line Dance** — Instruction in country line dancing with emphasis on basic steps, movements, and couple formations. Emphasis on physical and social benefits of dance in this cultural setting. A variety of contemporary dances are used. Appropriate for all levels. (Also listed as PED 157.)

DAN 251 **Ballet II** — An low-intermediate level study of ballet technique. Appropriate for post-beginning students.

DAN 252 **Participation in Choreographic Projects** — This is an opportunity for dance students to gain rehearsal and performance experience by working with choreography students who are enrolled in DAN 356 Dance Composition II. Students will learn, rehearse, and perform in assigned compositional studies. Prerequisite: DAN 156 or equivalent experience.

DAN 253 **Modern II** — An low-intermediate level study of modern dance technique. Appropriate for post-beginning students.

DAN 254 **Jazz II** — An low-intermediate level study of jazz dance technique. Appropriate for post-beginning students.

DAN 258 **Mind/Body Integration** — A unique approach to postural re-education through body awareness and stress reduction techniques. No prior movement experience needed.

DAN 351 **Ballet III** — An advanced-intermediate level study of ballet technique with focus on the fine tuning of physical and performing skills. Appropriate for upper level students.

DAN 352 **Dance Repertory** — This course is designed to provide opportunities for student dancers to work with faculty choreographers in the creation of a performance piece for a dance concert. Emphasis is placed on developing performance skills and engaging in the choreographic process from inception to completion. Corequisite: DAN 453.

DAN 353 **Modern III** — An advanced-intermediate level study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and range. Appropriate for upper level students.

DAN 354 **Jazz III** — An advanced-intermediate study of jazz dance technique with emphasis on rhythmic phrasing, range and performance skills. Appropriate for upper level students.

DAN 451 **Ballet IV** — An advanced level study of ballet technique with focus of the refinement of physical and performing skill. Appropriate for upper level students.

DAN 453 **Modern IV** — An advanced level of study of modern dance technique with emphasis on the use of dynamics, phrasing, strength and ranges. Appropriate for upper level students.

DAN 454 **Jazz IV** — An advanced level of study of jazz dance technique with emphasis on rhythmic phrasing, range and performance. Appropriate for upper level students.

DAN 456 **Meredith Dance Theatre** — A performing company which encourages exploration of the creative process through student choreography, as well as, the performance of works by faculty and guest choreographers. Auditions are held the first week of classes of fall semester, and admittance into the company is for the entire year.

HISTORY AND POLITICS

*Associate Professor Novak, **Head**; Professors Grubbs, Burris, Gates, Frazier; Assistant Professors Happer, True-Weber; Adjuncts Johnson, Price, Pumphrey, and Khater.*

THE DEPARTMENT OFFERS A MAJOR IN HISTORY, American civilization, international studies, and political studies.

The Department of History and Politics seeks to instill in its students a broad and analytical outlook essential for a truly educated and productive citizen. An understanding of the modern world and politics is a key element in departmental planning. Emphasis is placed on the content and the methodology of both history and politics. Students are exposed to historical research, evaluation of sources, and synthetic thinking. It is hoped that, thereby, students will cultivate an informed attitude about today's problems and acquire the ability to be objective and discerning about the ideas and institutions of others.

— *Special Career Directions*

History and political studies majors may go into teaching, paralegal professions, law, state and federal service, business, public and social service jobs, archives and local history, foreign service, international studies, journalism and editing, plus numerous occupations supported by a wide knowledge of history and politics. The department has special career tracks and internships in vocational areas.

— *Advanced Placement*

The department offers advanced placement in American History 214, 215; Western Civilization 101,102; Introduction to Non-Western Civilization 224; Politics 100.

— *Requirements for a Major in History*

A major in history consists of 30 hours, including nine hours in HIS 101 or 102, 214 or 215, 200 or 224. HIS 499 and HIS 334 are required of all majors. Major professors, Dr. Novak, Dr. F. Grubbs and Dr. Happer.

— *Requirements for a Major in American Civilization*

A major in American civilization consists of 36 hours, with a minimum of 18 hours in American history, including 334 and 499, and a minimum of 15 hours of courses related to the American experience selected in consultation with the major adviser from disciplines other than history. Students planning to teach should also elect six hours chosen from European or Asian fields. The American Civilization major can be obtained at night in addition to the day schedule. Major professors, Dr. F. Grubbs and Dr. Happer.

— *Requirements for a Major in International Studies*

A major in international studies consists of 36 hours, with a minimum of 15 hours in history, in addition to 334, 499, and 15 hours in related fields of business, economics, geography, and fine arts.

Students must achieve a competency equivalent to that gained on the completion of the 200 level in one target language. Major professors Dr. F. Grubbs and Dr. M. Novak.

— *Requirements for a Minor in History*

The minor in history consists of 18 hours: six hours at the 200 level; nine hours at the 300-500 level; and, in addition, three hours in HIS 334 Research.

— *Requirements for a Concentration in Criminal Justice Studies (HIS or POL)*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours mnst be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

— *Curriculum*

History

HIS 101 THE EMERGENCE OF WESTERN CIVILIZATION

The evolution of Western civilization from the ancient Greek, Roman, Judaeo-Christian, and German traditions, the Medieval synthesis of these traditions, and the rebirth of classicism during the Renaissance. The final evolution of these traditions through the commercial, religious, political, scientific, and industrial revolutions to 1750.

Fall *3 hours*

HIS 102 MODERN WESTERN CIVILIZATION

The rise of nationalism, socialism, and science. The role of imperialism, Fascism, and Communism as challenges to traditional Western culture. The study of contemporary Western culture and its role in the modern world.

Spring *3 hours*

HIS 200 INTRODUCTION TO LATIN AMERICAN HISTORY

Course will include a study of the conquest, colonization, and independence, ending with the study of

contemporary characteristics of the modern Latin American states.
Fall, even-numbered years 3 *hours*

HIS 214 AMERICAN HISTORY TO 1876

The emergence of the federal system, democracy, states' rights, nationalism, territorial expansion, slavery and civil war, reconstruction.
Fall 3 *hours*

HIS 215 AMERICAN HISTORY SINCE 1876

The development of modern America. Emphasis on expansion, industrialism, urbanization, race relations, and the welfare state.
Spring 3 *hours*

HIS 224 INTRODUCTION TO NON-WESTERN CIVILIZATION

A study of the traditions; attempts at modernization in the 19th century; and the contemporary scene in China, Japan, and to a lesser extent, India and selected areas in Africa.
Spring, odd-numbered years
Fall, odd-numbered years 3 *hours*

HIS 231 AN INTRODUCTION TO MUSEUMS

A survey of types of services offered by historical museums, and the philosophy behind them. Visiting speakers and field trips. Prerequisite to a museum internship. Prerequisite: three semester hours of history or by permission.
Every three years 1 *hour*

HIS 232 AN INTRODUCTION TO ARCHAEOLOGY AND RESTORATION

The general nature and tools of archaeology and its use in restoring historic sites and buildings. A prerequisite for internships in archaeology and historic sites. Prerequisite: three semester hours of history or by permission.
Every three years 1 *hour*

HIS 302 ENGLISH HISTORY SINCE 1485 A.D.

This course will explore some of the major developments in British history between the fifteenth and twentieth centuries. In particular, it will focus on the related economic, social and political changes that made the English people into a modern democratic nation and led them, for better or for worse, to reach out across the British Islands and then across the entire globe. With special attention to the intellectual history and literature of these centuries, the course will also investigate how various British thinkers have tried to make sense of their lives and improve their society. By the end of the course students should feel very much at home among a people who history has deeply shaped our own.
Fall, odd-numbered years 3 *hours*

HIS 304 GREEK AND ROMAN HISTORY

A study of the cultural and historical characteristics of the ancient Greeks and Romans with special emphasis on their contributions to subsequent civilizations.
Fall, even-numbered years 3 *hours*

HIS 307 THE AGE OF RENAISSANCE AND REFORMATION

This course will work primarily through class discussion of primary sources to understand the changes in outlook expressed in the Renaissance, the Reformation and the Scientific Revolution between the fourteenth and seventeenth centuries. In particular, it will focus upon the transition from medieval towards modern attitudes in areas such as historical and scientific thought, political and educational theory, philosophy, art, music and religious thought and practice. It will also address the economic, social and political variable that underlay these changes in intellectual life, as well as the impact that these ideas had upon Europan society. Students will be encouraged to explore individual interests from their own major fields and personal backgrounds.
Spring, odd-numbered years 3 *hours*

HIS 308 TWENTIETH CENTURY EUROPE

War, revolution, depression, more ware, genocide, the threat of nuclear annihilation — this is Europe in its most destructive century ever. This course attempts to understand why this happened, the form it took, and its impact on the world.
Spring, odd-numbered years 3 *hours*

HIS 310 MODERN CHINA

China in the 20th century with emphasis on traditional values in transition, the overthrow of the Manchus, the Republic, and the rise of communism; attention will be given to philosophy, literature, and the arts.
Fall, even-numbered years 3 *hours*

HIS 313 VICTORIAN AMERICA

A study of the Cowboy West, Art, literature, politics, religion, Indians, the new science and technology, and democracy. Course will concentrate on years after 1835. Victorian ideals, culture, and outlook will be stressed.
Fall, even-numbered years 3 *hours*

HIS 314 COLONIAL AMERICAN HISTORY

The colonial origins of American society, racial makeup, and Revolutionary period.
Spring, even-numbered years 3 *hours*

HIS 319 CONTEMPORARY AMERICAN HISTORY SINCE 1945

An in-depth study of the United States since 1945. Major emphasis on foreign relations, modern capitalism, civil rights, youth revolt, and democracy.
Fall, odd-numbered years 3 *hours*

HIS 325 ASIAN CIVILIZATIONS

A multi-disciplinary course cooperatively taught by lecturers in economics, religion, geography, fine arts, and history with a view to gaining insights into dynamic

changes taking place in countries with long continuous histories and rich cultural heritages.
Spring, even-numbered years *3 hours*

HIS 330 THE UNITED STATES AND THE WORLD

A study of global issues involving the United States visa-vis Europe, Soviet Union, Latin America, Africa, Near East and Asia. May be taken for credit in political science or history.
Spring, odd-numbered years *3 hours*

HIS 333 HISTORY OF THE SOUTH

A study of those aspects of Southern experience which have made the South a unique region from its early settlement to the present; includes social, political, cultural, and economic developments.
Fall, odd-numbered years *3 hours*

HIS 334 METHODS OF HISTORICAL RESEARCH

Individually directed research in the use of sources and in historical writing producing three term papers in history courses above the 100 level (only one paper is permitted in a 200-level course).
Fall and spring *3 hours*

HIS 499 SENIOR SEMINAR

A study of historiography and a major theme in historical development. Recommended that students have had research experiences before registering. Usually, majors only.
Fall and spring *3 hours*

HIS 520 HISTORY OF NORTH CAROLINA

A study of North Carolina from the colonial period to the present. Emphasis on the internal forces which shaped the state and her contributions in the national history.
Fall, even-numbered years *3 hours*

HIS 764 THE TEACHING OF SOCIAL STUDIES

A study of the methods required for teaching grades 6-9, and grades 9-12, social studies. May not count toward a major.
Spring *3 hours*

Politics

— Requirements for a Major in Political Studies

A major in political studies consists of 36 credit hours, with a minimum of 18-21 hours in politics courses and 15-18 hours of related courses. All politics majors are required to take POL 100, 200, and 334, and each is encouraged to take an internship. Each student designs her specific program in consultation with her adviser who must approve it. Standard programs are available for students with interests in pre-law, public management, practical politics, and international politics. Major professors, Drs. Frazier and True-Weber.

— Requirements for a Minor in Political Studies

The minor in political studies consists of 18 hours: POL 100 and POL 200, and, in addition, 12 hours in politics courses in consultation with the political studies faculty.

— Curriculum

POL 100 AMERICAN POLITICAL SYSTEM

An introduction to American government and politics with an emphasis on the basic constitutional and political structure of the government and on current political controversies.
Fall and spring *3 hours*

POL 204 MODERN POLITICAL SYSTEMS

An introduction to the theory and practice of government in major contrasting political systems. Liberal democratic, communist, and developmental systems are considered, with major focus on Great Britain, the USSR, and at least one developing nation.
Spring, even-numbered years *3 hours*

POL 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors who should take it in their sophomore or junior years.) Prerequisite: Eng 111. Also offered as PHI 205.
Spring *3 hours*

POL 210 INTERNATIONAL POLITICS

An introduction to world politics. A survey of current issues and trends in major regions and the principles of interactions among nations, blocks, international organizations, and multinational corporations. Includes a participatory simulation of an international crisis.
Fall *3 hours*

POL 300 LAW AND SOCIETY

An introduction to the nature and function of law, to the structure and operation of the court systems of the United States and to the legal professions. Also considers current legal controversies.
Spring *3 hours*

POL 301 THE CONSTITUTION AND THE RIGHTS OF AMERICANS

The law and practice of constitutional interpretation with a focus on civil liberties and the bill of rights. The case method and intensive discussion are used to introduce the process of legal reasoning and disciplined analytic thinking.
Fall *3 hours*

POL 303 CONTEMPORARY AMERICAN POLICY AND POLITICS

A study of public policies and the political processes that support them. Models and methods used by policy analysts will be studied.

Fall, odd-numbered years *3 hours*

POL 305 INTRODUCTION TO PUBLIC ADMINISTRATION

An introduction to the field of public administration. The executive branch of American governments will be examined. Methods, theories, and skills of administration in the public sector will be studied.

Fall, odd-numbered years *3 hours*

POL 309 THE POLITICS OF THE VIETNAM WAR

The course will offer an in-depth examination of the war in Vietnam and the participation of the United States in that war. There will be an extensive study of the causes of the war. The political environment of the prosecution and termination of the conflict will be addressed. Foreign and defense policy will be a primary perspective.

3 hours

POL 330 THE UNITED STATES AND THE WORLD

Cross listed with HIS 330.

3 hours

POL 334 DIRECTED INDIVIDUAL RESEARCH

Required of all political studies majors, normally taken in the fall of the senior year. Prerequisite: POL 205.

Fall *3 to 4 hours*

CAPITAL CITY SEMESTER

The Capital City Semester is an intensive program in North Carolina government and politics. The core of the program is the six hour North Carolina Politics Seminar (POL 340). It may either be taken alone or combined with a research project (POL 334) and/or an internship.

Spring, odd-numbered years *6 to 12 hours*

POL 340 NORTH CAROLINA POLITICS SEMINAR (CAPITAL CITY SEMESTER)

An intensive survey of North Carolina government and politics keyed to issues before current sessions of the General Assembly. Participants generally meet in downtown Raleigh for seminar sessions with speakers who are involved in state government. The government of North Carolina is placed in a national context through a survey of government patterns in other states. Special research projects, field trips and individual observation projects are also part of this program.

Spring, odd-numbered years *6 hours*

POL 374 SOCIAL RESEARCH PRINCIPLES

See SOC 374 for description. Recommended for students wanting to pursue qualitative research projects.

3 hours

POL 375 SOCIAL RESEARCH METHODS AND STATISTICS

See SOC 375 for description.

3 hours

COMMUNITY INTERNSHIP

Being located in the state capital makes a wide variety of internship opportunities available for politics students. In the past, students have interned in state agencies, at the Supreme Court, with political campaigns, in the General Assembly, and with interest groups.

1 to 4 hours

Legal Assistant Courses

LEG 400 LEGAL SURVEY

An overview of legal principles and procedures in major areas of the law, including civil procedure, torts, criminal law, contracts, real property, domestic law, wills and estates, and corporations. Juniors and Seniors only. Written permission from the director of Legal Assistants Program required.

Fall and Spring *3 hours*

LEG 401 LEGAL RESEARCH

Legal bibliography and research methods. Included: court reports, statutes, and digests; legal encyclopedias, treatises and periodicals; legal citation form; Shepard's citators; introduction to legal writing. (Juniors and seniors only.) Prerequisite: Legal Survey 400 or permission from the instructor. Written permission from the Director of Legal Assistants Program required.

Spring *3 hours*

Courses are available through the Cooperating Colleges in African and Middle Eastern history, and in select topics in politics.

Students who wish advanced study or research in history or political science should consult the department head and arrange for it through the special studies options listed on page 59.

HUMAN ENVIRONMENTAL SCIENCES

Associate Professor Tippett, ***Head;*** *Professor Goode; Associate Professors Burpitt, Ellis, B. Taylor; Assistant Professor Clark; Landis; Winterhoff; Adjuncts Andron, Barish, Brainard, Diehl-Shaffer, Holliday, Lightfoot and Witkege.*

THE GOAL OF THE DEPARTMENT OF HUMAN Environmental Sciences is to enable students to pursue a career in her chosen area of study (child developent, clothing and fashion merchandising, foods and nutrition, home economics, or interior design) and/or enter a graduate program in a chosen field of study.

The objectives are that students will:

1. apply principles and skills for managing human and material resources for the improvement of the quality of life for individuals, families, and society.
2. synthesize knowledge gained from a broad-based liberal arts core at Meredith College and apply it to her major.
3. demonstrate effective communication skills, creativity, critical thinking skills, leadership, and professional ethics.

The department offers majors leading to Bachelor of Science degrees in the following professions: child development, clothing and fashion merchandising, foods and nutrition, home economics, and interior design. Minors are also offered in each area.

Majors may earn licensure to teach home economics in public and private schools; they may complete K-6 licensure combined with Child Development degree; and they may also complete a second major or minor in another department.

The nutrition concentration of the foods and nutrition major is fully approved by the American Dietetic Association (ADA) and meets the academic requirements for Didactic Programs in Dietetics (Plan V). Graduates of this program are eligible for ADA Accredited Dietetic Internship Programs, ADA Accredited Coordinated Programs, or the ADA Approved Preprofessional Practice Programs, which are the current pathways available for completion of the supervised practice requirements.

The American Dietetic Association granted developmental accreditation to the Meredith College Dietetic Internship (a post-baccalaureate program) in 1994. Students enrolled in the dietetic internship will acquire competence for an entry-level position in clinical nutrition, community nutrition, or food service management. Successful completion of the internship will enable students to take the registration examination ro become registered dietitians.

The interior design program is fully accredited by the Foundation for Interior Design Education and Research (FIDER). Majors are encouraged to join the student chapter of the American Society of Interior Designers (ASID).

Students earning majors in interior design, child development, clothing and fashion merchandising, and foods and nutrition may earn a second major in home economics by completing 24 hours of course work that does not overlap the first major.

Students are advised to begin their majors during their freshman year in order to complete the sequence of courses within four years.

— Requirements for a Major in Child Development

The child development major focuses on the physical, social emotional, and intellectual development of children, birth through kindergarten. It prepares students for working with children in a variety of programs including educational programs for young children, early intervention programs, and agencies serving children and their families. When combined with licensure requirements it can prepare students to teach in the public schools. Required courses are CD 234, 334, 335, 336, 436, 438; FN 227; HEC 499, 355; PSY 100, 210 or 310, 312; EDU 234; HED 200; ECO 374; SWK 405.

— Requirements for a B.S. Degree with a Major in Clothing and Fashion Merchandising

Candidates for the Bachelor of Science degree in Clothing and Fashion Merchandising must take 35 hours in a prescribed core and 3 additional courses in their chosen concentration.

The core consists of the following courses: CFM 115, 211, 212, 213, 214, 314, 315, 414, 418; HEC 499; ECO 211; and BUS 366, 467.

Concentrations

The clothing and fashion merchandising major provides instruction in all areas of the fashion industry, from design to retailing. The merchandising concentration prepares students for professional careers in fashion retailing, including store management, buying, visual merchandising, and consumer services. In addition to the core requirements, students who elect this concentration must take CFM 413, BUS 346, and BUS 461. A minor in business management or marketing is strongly recommended.

The design concentration equips students with the knowledge and skills necessary to obtain jobs in the area of fashion design. Job opportunities include apparel designer, design engineer, design digitizer, and marketing coordinator for apparel manufacturers. In addition to the core requirements, students who elect this concentration must take CFM 316, 415, and 417. A minor in Art in required which includes the following courses: ART 101, 102, 105, 106, 247, and 301.

A minor of 21 hours is offered in either concentration for Clothing and Fashion Merchandising. Contact the department for details.

— *Requirements for a Major in Foods and Nutrition*

The foods and nutrition major is designed for students with interests in widely varying options.

The (A) Food Service Management Concentration is available for students who are interested in careers in food service management in restaurants, hotels, country clubs, nursing homes, and related areas. The program emphasizes the planning, organization, and administration of food service programs. Required courses are FN 124, 227, 327, 328, 329, 340, 425, 427, 440; HEC 355, 499; ECO 211, ACC 230; BUS 346, 366, 384, 446, 448, 467; CIS 101, 112, 120; BIO 101, 141; three to four additional hours of BIO, CHE, or PHY.

The (B) Nutrition Concentration is available for students interested in careers in clinical dietetics. The following courses are required to meet the educational requirements for the American Dietetics Association Plan V program: FN 124, 227, 325, 327, 328, 329, 425, 426, 427, 428, 429; HEC 764, 499; CHE 111,141, 112, 142, 221, 241; MAT 110; BIO 101,141,102, 142; 322, 342 or 323, 343; 334, 344, 436; ACC 230; BUS 346; ECO 210; PSY 100; SOC 230 or 260; SPE 225; and MAT 245 or PSY 200. Students also earn a minor in Business Management.

— *Requirements for a Major in Interior Design*

The interior design major provides opportunities for students interested in residential, commercial, and institutional design. Students are admitted to the interior design degree program after advisement and recommendation of the interior design faculty. Students build skills in space planning, programming, computer aided design, and presentation methods with emphasis on professional practice. Graduates may pursue careers in such settings as design firms, retail furnishings and materials stores, corporate, government, and institutional facilities departments, office furnishing dealerships, hotel and restaurant chains and health care facilities. Interior design majors are required to prepare a portfolio. Majors are encouraged to participate in design internships and in the student ASID Chapter. The interior design program in accredited by FIDER. A professional advisory board reviews the curriculum, recommends innovations, and identifies career possibilities. Required courses are ID 142, 144, 243, 244, 245, 246, 247, 343, 344, 348, 443, 444, 447; CFM 418; HEC 499; ART 101,105, 106, 107, 221 or 222; ART elective, three hours. Choice of six hours from the following: BUS 366, 346; ECO 210, 211,374.

Interior design students are advised to arrange their courses in the following sequence:

Freshmen: ID 142, 144; ART 101, 105

Sophomores: ID 243, 244, 245, 246; ART 106, 246

Juniors: ID 247, 343, 344, 348; ART 221 or 222; and 107

Seniors: ID 443, 444, 447; CFM 418; HEC 499

— *Requirements for a Major in Home Economics*

The home economics major is designed for students who are entering careers that call for a broad knowledge of all home economics areas, such as the Extension Service, secondary and adult education.

When she combines the home economics major requirements with those for secondary licensure, the student is qualified to teach 7-12 home economics/family and consumer sciences in North Carolina. Students who choose teacher licensure should see the department for specific requirements. When she combines the major with a major or minor in business, the student is prepared for a career in consumer services, utility companies, product and equipment promotion, and government agencies. Required courses are HEC 499 and 355; FN 227; CD 335; and ECO 374; one course in clothing and fashion merchandising; one course in interior design; a total of 36 hours in the department of Human Environmental Sciences (CD, CFM, FN, ID, HEC).

— *Curriculum*

Child Development

CD 234 THE PRESCHOOL CHILD

A study of the behavior and development of children two through eight years of age. Observation of and participation in the care and guidance of a group of preschool children at the Raleigh PreSchool. Three hours of lecture and three hours of laboratory per week.

3 hours

CD 334 INFANT DEVELOPMENT

A study of the development of children from birth to age 2, with emphasis on developmental trends, appropriate environments and practice. Three hours lecture and two hours laboratory per week. Prerequisite: CD 234.

3 hours

CD 335 MARRIAGE AND FAMILY RELATIONSHIPS

A functional course designed to help the student achieve an understanding of family systems, personality, communication, and decision making as related to successful marriage and family living.

3 hours

CD 336 PRESCHOOL CURRICULUM

A study of the principles and components of a preschool program which focuses on developmentally appropriate practice and the development of the whole child. Prerequisite: CD 234. Three hours of lecture and three laboratory hours per week.

3 hours

CD 436 PRESCHOOL ADMINISTRATION

A study of the administration of programs for young children. Staffing, financial management, licensing, equipment, working with boards and parents, health, safety and nutritional concerns will be addressed. Prerequisite: CD 234.

3 hours

CD 438 PARENT EDUCATION

An overview of parent education with special emphasis on working with families of diverse backgrounds and structure. Prerequisites: CD 234, 334, 436.

3 hours

Clothing and Fashion Merchandising

CFM 115 PRINCIPLES OF CLOTHING CONSTRUCTION

The practical application of basic construction techniques including pattern alterations and analysis of quality construction in ready-to-wear. Two lectures and four hours of laboratory per week.

3 hours

CFM 211 ELECTRONIC APPAREL DESIGN

An introduction to the use of computers as a tool for designing apparel. Students will learn how to use the mouse for drawing purposes and how to perform simple computer techniques.

Fall *1 hour*

CFM 212 VISUAL MERCHANDISING

A study of promotional techniques used in successful retail operations. Emphasis is placed on merchandise display, fashion show production, and floor space layout.

Fall *3 hours*

CFM 213 BEHAVIORAL ASPECTS OF CLOTHING

A study of the psychological and sociological aspects of clothing.

Spring *3 hours*

CFM 214 APPAREL MERCHANDISING

A study of the operations involved in the production and merchandising of apparel including fashion dynamics and product life cycle.

Fall *3 hours*

CFM 314 RETAIL MERCHANDISING

A study of retail operations including store management, buying procedures, retail organization, and merchandising mathematics. Includes laboratory application of retail functions.

Spring *4 hours*

CFM 315 HISTORY OF COSTUME

A study of the history of European and American costume in relation to religious, political, technological, and artistic movements from the Egyptian period (2700 B.C.) to the 20th century. Also available as ART 315.

Fall *3 hours*

CFM 316 TAILORING

Advanced techniques in garment selection, fitting, and construction. Analysis of custom and fusible methods of tailoring. Prerequisite: CFM 115. One lecture and five hours of laboratory per week.

Fall, alternate years *3 hours*

CFM 413 SPECIAL PROBLEMS IN RETAILING

An in-depth study of problems which retailers are currently facing. Business environments are simulated for students to analyze, evaluate, and select alternative solutions which would best suit each firm studied. Recommendations will be submitted in the form of oral and written reports. Prerequisite: CFM 314.

Spring *2 hours*

CFM 414 APPAREL DESIGN DEVELOPMENT

A study of the feasibility of apparel designs. Emphasis will be placed on scaling designs up or down, fabric and trimmings selection in relation to price determination, developing operation sheets, and collection budgeting. Application toward requirements: major, minor. Prerequisite: CFM 115, 214.

Spring *2 hours*

CFM 415 DRAPING

A study of the principles of apparel design using the draping method. Emphasis on fit, design, appropriateness, and construction techniques. Application toward requirements: major, minor. Prerequisite CFM 115, CFM 417 or permission from instructor. Also available as ART 415.

Spring, alternate years (or as needed) *3 hours*

CFM 417 APPAREL DESIGN

Basic principles and methods used in garment structure and design with emphasis on flat pattern. Prerequisite: CFM 115. Also available as ART 417

Fall, alternate years *3 hours*

CFM 418 TEXTILES

A study of textile products from raw materials through manufacturing and finishing of fabrics. Emphasis on selection and care of textiles.

Fall *3 hours*

Foods and Nutrition

FN 124 PRINCIPLES OF FOOD

The scientific principles of food selection and preparation. Two lectures and four hours of laboratory per week.

3 hours

FN 227 NUTRITION

Basic principles of human nutrition with emphasis on nutrients, factors which affect their utilization in the human body, and the significance of application in diets for individuals and groups.

3 hours

FN 325 NUTRITION DURING THE LIFE CYCLE

A study and evaluation of existing community nutrition programs and services and assessment of community nutritional needs. A study of the nutritional needs of pregnant and lactating women, infants, children, adolescents, and the elderly, and assessment of their nutritional status. A study of health promotion and disease prevention during adulthood, with an emphasis on nutrition. Prerequisite: FN 227.

Fall *3 hours*

FN 327 INSTITUTIONAL FOODS

Application of quantity food production principles with emphasis on menu development, cost analysis, determining nutrition standards, food preparation, sanitation, and merchandising. Prerequisite: FN 124. Corequisite: FN 328.

Fall *3 hours*

FN 328 FOOD SERVICE EQUIPMENT

Design of physical facilities, selection, purchase, operation, and care of equipment for food service systems. Prerequisite: FN 124. Corequisite: FN 327.

Fall *1 hour*

FN 329 HOSPITALITY MANAGEMENT AND CATERING

An introduction to the theory and application of management principles, skills, and functions in small and large quantity food production and service. Examination of economic, social, and political environment affecting food service organization. Management of human, material, and financial resources, production and service operations, quality and marketing for a catering company. Prerequisites: FN 124, 227, 327/328.

Spring *3 hours*

FN 340 COMMERCIAL FOOD MANAGEMENT FIELD EXPERIENCE

A minimum of 100 hours of field experience in a commercial food service operation such as industry, universities and schools, health care facilities, cafeterias or a catering company. Students will apply management theories and develop management skills by participating in management of production, purchasing, sanitation and safety, distribution, finances, and personnel. Attendance of a weekly seminar is required.

Spring, alternate years *3 hours*

FN 425 FOOD SERVICE SYSTEMS ADMINISTRATION

Effective and efficient use of management resources in food service systems; fundamental management processes, concepts and principles to improve decision making and problem solving. Consideration of purchasing procedures, storage, methods of cost control, personnel, safety, and nutrition quality in food decisions. Prerequisites: FN 124, 327, 328.

Spring *3 hours*

FN 426 NUTRITIONAL ASSESSMENT

An orientation to the responsibilities of the clinical dietitian as a member of the health care team. Includes application of nutritional assessment methods, interpretation and rationale of analytical procedures, terminology, and charting related to nutrition. Introduction to the understanding, selection, and use of microcomputer software in clinical dietetics. Prerequisite: FN 227.

Spring *3 hours*

FN 427 EXPERIMENTAL FOOD SCIENCE

A study of the scientific principles underlying the composition of current food products, and the development of new or improved food products. Special emphasis on physical or sensory evaluation. Prerequisites: FN 124, 227 and BIO 101,141.

Fall *3 hours*

FN 428 ADVANCED NUTRITION

A study of food nutrients, through digestion, absorption, and cellular metabolism. Prerequisites: CHE 111, 112, 221; BIO 101,102, 436; and FN 227, 325.

Fall *3 hours*

FN 429 CLINICAL DIETETICS

Clinical aspects of nutrition. A study of the developments and uses of therapeutic diets to combat nutritional diseases and physiological disorders. Emphasis on quality assurance, nutrient and drug interactions and nutritional assessment. Prerequisite: FN 227, 426, 428; BIO 323 and 343 or 322 and 342.

Spring *3 hours*

FN 440 HOSPITALITY MANAGEMENT FIELD EXPERIENCE

A minimum of 100 hours field experience in a medium size or large scale restaurant; students will rotate with all levels of management through all stations of the restaurant participating in the management process at different levels. Attendance of a weekly seminar is required.

Spring, alternate years *3 hours*

Interior Design

ID 142 HISTORY OF ARCHITECTURAL INTERIORS AND FURNISHINGS

A study of architectural interiors and furnishings from antiquity to present. Relationship of architecture, art, and furniture styles to interiors. Survey of contemporary furniture designers. Also offered as ART 142.

Fall *3 hours*

ID 144 INTERIOR DESIGN I

An exploration of the basic principles and skills of interior design. Includes application of design principles to human environments. Emphasis on design solutions relevant to human needs. Introduction to architectural drawing. Studio and lecture. Prerequisite or parallel: ART 101. Also offered as ART 144.

3 hours

ID 243 INTERIOR DESIGN DRAFTING AND PRESENTATION SKILLS

This course includes continued development of architectural drafting skills with the addition of isometric, axonometric, and perspective drawing. Visual presentation skills, including rendering, will be developed. Prerequisite: ID 144. Six hours per week studio. Also offered as ART 243.

3 hours

ID 244 INTERIOR DESIGN II

Studio problems in interior design for residential projects. Included will be construction drawings, space planning, and specifications for residential interiors. Studio and lecture. Prerequisites: ID 144, ID 243, ART 101. Six studio hours per week. Also offered as ART 244.

3 hours

ID 245 HOUSING ISSUES

Study of psychological, physiological, social, and environmental aspects of shelter. Included will be a study of the housing needs of elderly and handicapped; cross-cultural perspective of housing; ergonomics; historic preservation; energy efficiency; and government policies influencing housing.

Fall *3 hours*

ID 246 INTERIOR DESIGN MATERIALS

An in-depth study of materials used in interior design, including textiles, window treatments, floor and wall coverings, furniture and accessories. Skills in designing window treatments, and calculating yardage needed for floor and wall coverings, window treatments, and upholstered furniture.

3 hours

ID 247 COMPUTER AIDED DESIGN

Exploration of computer aided drafting and design, including floor plans and elevations completed with the computer. Prerequisites: ID 144, 244 (can parallel). Also offered as ART 247.

1 hour

ID 343 CONSTRUCTION TECHNOLOGY

Survey of residential and nonresidential systems, building materials, construction methods, building codes, and wood furniture design. Prerequisites: ID 144 and 244.

Spring *3 hours*

ID 344 INTERIOR DESIGN III

This course includes advanced presentation skills, cabinet design and detailing, residential and nonresidential studio problems relating to energy conservation and designing interiors for special populations, such as the handicapped and elderly. Prerequisites: ID 144, 243, 244, 245 (Housing). Six hours per week. Also offered as ART 344.

3 hours

ID 348 INTERIOR LIGHTING DESIGN

Exploration of light as a design element in interior design; lighting theory; emphasis on technical aspects of lighting; lighting calculations; lighting specification and installation. Studio problems with application to residential, office, hospitality, retail, and institutional settings. Prerequisites: ID 144 and 244.

Spring *3 hours*

ID 443 PROFESSIONAL PRACTICES IN INTERIOR DESIGN

Course will include business procedures and ethical practices of interior design; preparation of design contracts and specifications; introduction to professional organizations; portfolio critiques; project management and facilities management; interior design research and publication. Prerequisite: Senior standing.

3 hours

ID 444 INTERIOR DESIGN IV

An advanced design studio course, this course explores large-scale design problems. Emphasis is given to multi-use spaces, building systems and codes. In addition to studio projects, research and related readings are included. Prerequisites: Completion of all interior design studies and senior status. Six hours per week. Also offered as ART 444.

Spring *3 hours*

ID 447 CONTRACT INTERIOR DESIGN

The execution of creative and functional solutions for commercial and institutional interior design problems. Included will be space planning and specification of materials and furnishings for nonresidential interiors. Studio and lecture. Prerequisites: ID 144, 243, 244, 344: Six hours per week. Also offered as ART 447.

3 hours

Home Economics

HEC 355 FAMILY RESOURCE MANAGEMENT

The use of human resources to promote individual and family development. Emphasis on family life management skills from a woman's perspective.

3 hours

HEC 374 CONSUMER ECONOMICS

An analysis of intelligent consumer decision making in the marketplace; government protection for the consumer; consumer credit institutions; insurance, investments, management of personal finances, and retirement and estate planning. Also offered as ECO 374.

3 hours

Seminar

HEC 499 PROFESSIONAL SYMPOSIUM

History, philosophy, and current trends in home economics/family and consumer sciences. Pass-fail grading only.

Fall *1 hour*

Education

HEC 764 METHODS OF TEACHING HOME ECONOMICS

A study of planning, implementing, and evaluating a home economics/family and consumer sciences program. Practical experience in lesson planning, using a variety of techniques. Emphasis on assessing the needs of learners and matching teaching/learning styles. Includes emphasis on new technology in the classroom. Recommended for all majors. Required for secondary education and nutrition majors. May not be counted toward a major.

Spring *3 hours*

HEC 765 HOME ECONOMICS EDUCATION

A survey of the curriculum for secondary home economics education (Consumer Home Economics and Occupational Home Economics). Includes a study of program philosophy, organization, needs assessment, advisory committees, curriculum development, vocational student organizations (FHA and HERO), and legislation. Includes field experience. Required of secondary home economics education majors.

Fall *2 hours*

HEC 930 INTERNSHIP

Supervised professional experience in selected commercial or industrial organizations, public or private agencies, in accordance with major course of study of the student.

1 to 3 hours

Students who wish advanced study in an area of human environmental sciences should consult with the department head and arrange for it through the special studies options listed on page 59.

MATHEMATICS AND COMPUTER SCIENCE

Professor V. Knight, ***Head;*** *Professors Bouknight, Davis, Kraines, and Preston; Associate Professor Gugliemi; Assistant Professors Hatfield and Rosso; Adjuncts T. Atkinson, E. Fuller, Furst, A. Jones, M. Kirk, O'Hara, Schiermeier, Schlintz, Sloan, Stanislaw, and VanOsdol.*

— *Goals and Objectives*

The objectives of the courses and programs offered by the Department of Mathematics and Computer Science are to provide the opportunity for every student to gain confidence in her abilities and acquire skill in mathematical reasoning, logical and creative thinking, and problem solving. Students will gain an appreciation of the wide application of mathematics in the world and they will understand and apply technology appropriately as a resource in problem solving.

Through one month hands-on computer "modules" students learn basic knowledge and skills needed for using personal computers. The goal of these modules is to teach students how to learn computer applications through learning the details of a particular package. Special topics in computing are offered in the module format in addition to the modules listed below under Computer Information Systems. Because of the velocity at which change in technology is occurring, students will learn to manage change and will acquire the ability to learn new technology, new "languages," and new techniques.

For majors and minors in the department, we provide mathematical and computer preparation for

- careers related to mathematics and computing
- careers in business and the professions
- careers in secondary, middle grades, and elementary teaching
- graduate school
- general living and a lifetime of continuing education

Objectives of computer related programs and courses are for the student to obtain

- a general knowledge of computer hardware and software
- the ability to learn new programming languages and software packages
- an appreciation for the power and limitations of computing
- an understanding of the ethical and societal implications of the computer

In addition, the major in computer and mathematical sciences gives the student facility with computer science theory, abstraction, and design.

To attain these goals the department offers programs for a B.S. in mathematics, a B.A. in mathematics, and a B.S. in computer and mathematical sciences.

Minors in mathematics, computer studies, statistics, and mathematics/computer applications are also offered, along with a variety of support courses for other disciplines. Requirements for minors are available in the departmental office.

In addition, the department offers the mathematics and methods courses for middle grades and secondary teacher licensure in North Carolina.

Academic credit for supervised professional employment related to mathematics and/or computer science is available through cooperative education, internships, and special studies.

A freshman-sophomore mathematics competition is held each January, and awards are given to the winners. Each spring the Vallie Tillotson Nelson Award is given to the outstanding freshman in mathematics courses. The Canaday Scholarship is given to a rising senior majoring in the department.

Extracurricular activities include participation in the William Lowell Putnam Mathematical Competition, the Virginia Tech mathematics examination, and the competition in Mathematical Modeling. The Canaday Mathematics and Computer Science Club sponsors guest speakers, programs on co-ops and careers, and various other activities. The North Carolina Mu Chapter of Pi Mu Epsilon, a national honor society in mathematics, also organizes events.

— *Requirements for Majors*

CORE CURRICULUM

MAT 211 Calculus I (4)
(Prerequisite: MAT 110 or placement)
MAT 212 Calculus II (4)
MAT 220 Linear Algebra (3)
MAT 250 Mathematical Reasoning (2)
MAT 313 Calculus III (3)
TOTAL 16

BACHELOR OF ARTS —
Mathematics

1. Core Curriculum (16)
2. At least one course chosen from (3)
   MAT 321 Modern Abstract Algebra
   MAT 410 Advanced Calculus
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
3. MAT 499 Senior Seminar (3)
4. Mathematics courses at 200 level work or above.....27
   (This includes courses from 1 and 2 above.)

TOTAL hours required 30
Prerequisite hours: 3

BACHELOR OF SCIENCE —
Mathematics

1. Core Curriculum (16)
2. MAT 410 Advanced Calculus (3)
3. At least two courses chosen from (6)
   MAT 321 Modern Abstract Algebra
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
4. MAT 499 Senior Seminar (3)
5. Mathematics courses at 200 level work or above.....34
   (This includes courses from 1-3 above.)
6. CSC 201 Computer Science I with C++..................3
7. One of the following sequences: 8
   CHE 111-112 General Chemistry I and II, or
   PHY 211-212 General Physics I and II
8. At least 12 semester hours in one of the
   following related areas: 12
   Biology, business and economics, chemistry and physics
   (this includes courses from 6 above), or computer science (this includes CSC 201 from 5 above)

TOTAL hours required 52-60
Prerequisite hours: 3

BACHELOR OF SCIENCE —
Computer and Mathematical Sciences

1. Core Curriculum..16
2. MAT 245 Statistics I (3)
   MAT 360 Numerical Analysis (3)
   TOTAL..6
3. At least one course chosen from 3
   MAT 321 Modern Abstract Algebra
   MAT 410 Advanced Calculus
   MAT 415 Topics in Analysis
   MAT 425 Topics in Algebra
   MAT 434 Topics in Geometry and Topology
4. Computer science courses
   CSC 201 Computer Science I with C++ (3)
   CSC 203 Foundations of Computer Science (3)
   CSC 212 Computer Science II:
   Advanced Programming in C++ (3)
   CSC 301 Data Structures and Algorithms (3)
   CSC 311 Computer Organization (3)
   CSC 330 Operating Systems (3)
   CSC 321 Topics in Computer Science (3)
   CSC 420 Computer Seminar (1)
   TOTAL..22
5. At least 3 elective hours in Mathematics or
   Computer Science, at 200 level work or above 3

TOTAL hours in the department..............................50

6. Science Requirements 8
   PHY 211-212 General Physics I & II and labs (8)

TOTAL hours required 58
Prerequisite hours: 3

— *Licensure Requirements*

Elementary (K-6) licensure: MAT 130 or MAT 245 and either MAT 110, MAT 120, or a calculus course.

Middle Grades (6-9) licensure in mathematics: at least 19 hours in mathematics courses that must include MAT 110, 211, 245, 250 and 334. In addition, at least three hours in computer science are required.

Middle Grades licensure in an area other than mathematics: MAT 110, MAT 120, or any calculus course.

Secondary licensure in mathematics: at least 30 hours in mathematics courses that must include MAT 245, 321, 334, and 340. In addition, at least three hours in computer science are required.

Licensure endorsements are available in Mathematics and Computer Science. Requirements are available in the departmental office.

— *Credit Testing in Mathematics*

Each year during freshman orientation the department gives tests in algebra and trigonometry. Students with scores indicating a high achievement level will be given credit for corresponding courses. Those with scores indicating an inadequate level of preparation for Meredith mathematics courses will be advised to enroll in a non-credit basic skills course before taking a college level mathematics course.

Also, any student, not already with credit and advanced placement from high AP scores, may request placement in MAT 212 with credit granted for MAT 211 and MAT 110 upon completion of MAT 212, with a grade of C or higher. If a student requests placement in MAT 313, credit is given for MAT 212, MAT 211 and MAT 110 upon completion of MAT 313 with a grade of C or higher.

— *Curriculum*

Mathematics

MAT 110 FUNCTIONS AND GRAPHS

This course, a study of the algebra and geometry of functions, is a basic college level mathematics course. Topics covered include polynomial and rational functions, exponential and logarithmic functions, and trigonometric functions. Graphing calculators will be used. After completing this course, a student would have an appropriate background for MAT 211 Calculus I.

3 hours

MAT 120 FINITE MATHEMATICS

A study of numbers, sets, probability, applied linear algebra, including matrices, and linear programming, with applications of these topics in a variety of disciplines.

3 hours

MAT 130 EXPLORING WITH MATHEMATICS

This course emphasizes reasoning and communicating to clarify and refine thinking in practical areas of life. Students will gain confidence in their ability to apply their mathematical skills to applied problems and decision making. Topics will be chosen from: voting systems, fairness, apportionment, Euler circuits, networks, transportation, scheduling, sequences, population growth, simple and compound interest, symmetry, and fractals.

3 hours

MAT 211 CALCULUS I

A study of functions, limits, continuity, the derivative, and the integral. Applications of differentiation and integration include maxima, minima, marginal cost and revenue, rectilinear motion, areas and volumes. Students will use graphing calculators and computer packages. Prerequisite: MAT 110 or placement.

4 hours

MAT 212 CALCULUS II

A continuation of the calculus of functions of one variable. Topics include volumes of rotation, transcendental functions, integration techniques, conic sections, polar coordinates, parametric equations, and infinite series. Students will use graphing calculators and computer packages. Prerequisite: MAT 211 or placement.

4 hours

MAT 220 LINEAR ALGEBRA

A study of vector spaces, linear transformations, matrices, determinants, and their applications. Students will use calculators and computer packages. Prerequisite: MAT 211.

3 hours

MAT 245 STATISTICS I

A general introduction to descriptive and inferential statistics. Topics include elementary probability, distributions, estimations of population parameters, confidence intervals, hypothesis testing, correlation, and regression. Students will use statistical computer packages. Prerequisite: MAT 110 or MAT 120 or equivalent level of mathematical maturity. Credit not available for both this course and SOC 375.

3 hours

MAT 250 MATHEMATICAL REASONING

A study of logic, sets, and the techniques of mathematical proof. Students will be actively involved in the construction and exposition of correct mathematical proofs. (It is recommended that students take MAT 211 before taking this course.)

2 hours

MAT 299 HONORS MATH LAB

Students work in teams to explore via computer various mathematical concepts. The experiment-conjecture-proof technique allows students to experience some of the excitement of discovering mathematics. During the lab period, the teams interact in a cooperative setting and discuss the meaning of what they are experiencing. All of the labs contain dynamical graphical displays which enhance the students' understanding of the topics studied. At the end of each experiment, students submit a written report describing their findings. Prerequisite/Corequisite: MAT 211.

1 Hour Honors Credit

MAT 313 CALCULUS III

A study of vectors in two and three dimensions and multivariate calculus. This includes three-dimensional analytic geometry, partial differentiation and multiple integration, line integrals, and surface integrals. Students will use a computer package. Prerequisite: MAT 212 or placement.

3 hours

MAT 321 MODERN ABSTRACT ALGEBRA

A study of general algebraic systems. Topics covered will include relations, mappings, groups, rings, and fields. Group theory will be emphasized. Prerequisite: MAT 250.

Fall *3 hours*

MAT 334 MODERN COLLEGE GEOMETRY

A course emphasizing Euclidean geometry and introducing hyperbolic, elliptic, and transformational geometries. Students will use methods of discovery, construction, and proof to study geometric systems. Prerequisite: Four MAT courses, 200 level or above, including MAT 250.

Fall, even-numbered years *3 hours*

MAT 340 MATHEMATICAL PROBABILITY AND STATISTICS

A continuation of MAT 245, the study of probability and statistical inference. Greater emphasis is placed on the theoretical development of probability distributions, discrete, continuous, and multivariate, and the sampling distributions used in statistical inference. Prerequisite: MAT 212 and MAT 245.

Fall, odd-numbered years *3 hours*

MAT 345 STATISTICS II

A continuation of MAT 245 which includes analysis of variance, multiple linear regression, and time series. Application of these topics will be drawn from business, economics, the social sciences, biology, and other areas. Students will use computer packages. Prerequisite: MAT 245 or equivalent.

Spring, odd-numbered years *3 hours*

MAT 348 NON-PARAMETRIC STATISTICS

A study of distribution-free statistical methods. Estimation and hypothesis testing when population distributions are specified only in broad terms. Studies of randomness, trend, independence, symmetry, and goodness-of-fit. Analysis of qualitative (nominally scaled) and ranked data. Chi-squared tests, rank procedures, Spearman rank-correlation, and other methods. Students will have hands-on experience with statistical software. Prerequisite: MAT 245.

Spring, even-numbered years. *3 hours*

MAT 354 DIFFERENTIAL EQUATIONS

A study of first order differential equations, linear differential equations of higher order, Laplace transforms, series solutions, and applications. Students will use a computer package. Prerequisite: MAT 212.

Spring, even-numbered years *3 hours*

MAT 360 NUMERICAL ANALYSIS

A computer-oriented study of analytical methods in mathematics. Topics include solving non-linear equations, least squares approximation, interpolating polynomials, numerical differentiation, and numerical quadrature. Students will use computer packages. Prerequisite: MAT 212.

Fall, even-numbered years *3 hours*

MAT 362 TOPICS IN DISCRETE MATHEMATICS

Topics chosen from combinatorics, graph theory, and other areas of discrete mathematics of particular application in computer science. Prerequisite: varies with the topic studied.

Spring, even-numbered years *3 hours*

MAT 410 ADVANCED CALCULUS

A rigorous treatment of the foundations of calculus. A study of the alegebraic and topological properties of the real numbers; one-variable calculus, including limits, continuity, differentiation, Riemann integration, series of functions, uniform convergence. Prerequisites: MAT 250 and MAT 313.

Spring *3 hours*

MAT 415 TOPICS IN ANALYSIS

Topics chosen from among the areas of multivariate calculus, advanced calculus, real analysis, or complex variables. Prerequisite: MAT 250, MAT 313.

Fall *3 hours*

MAT 425 TOPICS IN ALGEBRA

Topics chosen from the areas of advanced linear algebra, number theory, or abstract algebra. Prerequisite: Usually MAT 250, but varies with the topic studied.

Spring, odd-numbered years *3 hours*

MAT 434 TOPICS IN GEOMETRY AND TOPOLOGY

Topics chosen from the areas of geometry or topology. Prerequisite: MAT 250.

Spring, even-numbered years *3 hours*

MAT 499 SENIOR SEMINAR

Team problem solving, an individual research project, and selected readings in the discipline. The results of the research project will be presented in both written and oral forms. A satisfactory score on the Mathematics Achievement Test is required for completion of the course. Prerequisites: A knowledge of Presentation Graphics, Senior standing.

3 hours

MAT 764 METHODS OF TEACHING MIDDLE GRADES/SECONDARY MATHEMATICS

A study of the philosophy and objectives of mathematics education, emphasizing methods and materials needed for teaching mathematics in the middle and secondary schools. Attention is given to the importance of planning for instruction and evaluating both the instruction and student performance. Students must demonstrate their skills in planning, teaching, and evaluating. May not be counted toward a major.

Fall, odd-numbered years *3 hours*

MAT 910 TOPICS IN MATHEMATICS FOR MIDDLE GRADES LICENSURE

An independent study designed specifically for each student, taking into consideration the student's mathematical background. This course is required of all students seeking middle grades licensure with a concentration in mathematics. This class is usually taught the same semester that a student takes MAT 764. To arrange to take this course, contact the MAT 764 instructor or the head of the mathematics department. May not be counted toward a major.

1 hour

Computer Information Systems

(See below for Computer Science)

Computer information systems (CIS) courses at the 100-level are known as "computer modules" and are usually offered in a format of two or three class meetings per week for a four and one-half week period. They are all offered on a pass/fail basis. CIS 101 Introduction to Computing is a prerequisite for most other modules and many other courses across the campus that use the computer. The Introduction to Computing Competency Test (ICCT) is offered at regular intervals and on demand to waive a CIS 101 prerequisite. However, no credit is given for taking and passing the ICCT. Information on the knowledge and skills covered by the ICCT can be obtained in the departmental office. Special topics in computing are offered in the module format in addition to the modules listed.

CIS 101 INTRODUCTION TO COMPUTING

A basic introduction to using the PC with emphasis on using an operating system, such as DOS, or a Graphical User Interface (GUI), such as Windows. An introduction to basic computer terminology; formatting and disk management; directory and file creation, use, and management will also be covered. An introduction to application software by using a wordprocessor. No prior knowledge of computers is required. Pass/fail grading.

1 hour

CIS 112 WORDPROCESSING

Formatting, storage, and retrieval of text-based documents including advanced features such as tables, columns, and merges. Extensive use of microcomputer software such as WordPerfect or MS Word. Prerequisite: CIS 101 or the former CSC 111, or CSC 201, or the competency test (ICCT). Pass/fail grading.

1 hour

CIS 114 ADVANCED WORDPROCESSING

Advanced office skills such as creating a database, sorting, and merging; advanced tables and spreadsheet features; integrating pre-drawn graphics into documents; and desktop publishing. Other topics include: hypertext, the equation editor, and other topics as determined by the interests of the students. This course includes a project. Hands-on use of software such as WordPerfect or MS Word. Prerequisite: CIS 112 or the Word Processing Competency Test (WPCT). Pass/fail grading.

1 hour

CIS 120 SPREADSHEETS

Introduction to and development of skills in the creation and use of spreadsheets. The student will also learn how to set up and create graphs from spreadsheets and to create macros. Extensive use of microcomputer software such as Lotus 1-2-3, Excel, or Quattro Pro. Also offered as BUS 120. Pass/fail grading.

1 hour

CIS 131 PRESENTATION GRAPHICS

Charting data by graphical representation and designing diagrams for presentation purposes. Extensive use of microcomputer software such as SPC Harvard Graphics. Prerequisite: CIS 101, or the former CSC 111, or CSC 201, or the competency test (the ICCT). Pass/fail grading.

1 hour

CIS 140 DATABASES

Creating a database structure, entering and updating data, generating reports based on querying the database. This course includes a project. Hands-on use of software such as dBase IV or Microsoft Access. Prerequisite: CIS 101 or the Introduction to Computers Competency Test (ICCT). Pass/fail grading.

1 hour

CIS 150 EXPLORING THE INTERNET

Topics explored include: the history of the Internet, using e-mail and news, "Netiquette" and ethical questions, using a Web browser, FTP, gopher, veronica, archie, telnet, listservs, and the World Wide

Web. The course surveys what is currently available on the Internet and how to find material of interest. This is a skills course, however, the Internet is placed in context with other research tools. Prerequisites: CIS 101 or the Introduction to Computers Competency Test (ICCT) and a Meredith College e-mail account. Pass/fail grading.

1 hour

CIS 154 CREATING PAGES FOR THE WORLD WIDE WEB

In this course the student learns how to integrate graphics, text, sound, and movies on their own "home page." Topics include using a wordprocessor to write HTML, the language of the Web; using an HTML editor; downloading, installing, and using graphics conversion programs. Prerequisite: CIS 150 Exploring the Internet. Pass/fail grading.

1 hour

CIS 312 MANAGEMENT INFORMATION SYSTEMS

The principles and techniques of information analysis and systems design as related to the development of management information systems. Topics include information flow, information requirements of management, decision making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CSC 312. Prerequisite: Any CSC course or three CIS modules.

Spring *3 hours*

Computer Science

(See above for Computer Information Systems)

Courses with CSC prefix do not apply toward the general education requirements in mathematics. However, these courses are complementary to many programs.

CSC 201 COMPUTER SCIENCE I WITH C++

A study of algorithms, programs, and characteristics of computers. Students will design, code, debug, and document C++ programs using techniques of good programming style. Prerequisite: At least one college-level mathematics course.

Fall *3 hours*

CSC 203 FOUNDATIONS OF COMPUTER SCIENCE

A survey course which emphasizes the algorithmic process and its implications for computer science. Topics include machine architecture (data storage and data manipulation), the human/machine interface (operating systems, algorithms, programming languages, and software engineering), data organization (data structures, file structures, database structures) and the potential of algorithmic machines (artificial intelligence, theory of computation).

Spring *3 hours*

CSC 211 COBOL PROGRAMMING

An introduction to the business-oriented programming language COBOL. Design in structured programs, including table handling, array processing, and report generating. Prerequisite: Three hours of computer science.

Spring, even-numbered years *3 hours*

CSC 212 COMPUTER SCIENCE II: ADVANCED PROGRAMMING IN C++

A continuation of the development of program design, including style, debugging, and testing larger programs. Advanced features of C++, such as records, pointers, and recursion, are studied. Prerequisite: CSC 201.

Spring *3 hours*

CSC 215 DATABASE THEORY AND DESIGN

Fundamentals of database management. Topics include data models, query languages, database design, concurrency, and locking. A commercial database program will be used. Emphasis on design and implementation. Prerequisite: CSC 201 or CSC 211.

Fall, odd-numbered years *3 hours*

CSC 301 DATA STRUCTURES AND ALGORITHMS

Topics include the sequential and linked allocation of lists, stacks, queues, and trees. Algorithms for implementation are discussed. Graph theory of finding paths and spanning trees is included. Prerequisite: CSC 212.

Fall *3 hours*

CSC 307 SOFTWARE DEVELOPMENT WITH C

Introduction to principles of design, coding, and testing of software projects. C programming language; implementation of advanced programming techniques; the software development life cycle; managing the implementation of large computer projects. Prerequisite: CSC 301.

Spring, odd-numbered years *3 hours*

CSC 311 COMPUTER ORGANIZATION

The fundamentals of logic design, the organization and structuring of the major hardware components of computers, and an introduction to assembly language programming. Prerequisite: CSC 203.

Fall, even-numbered years *3 hours*

CSC 312 INFORMATION SYSTEMS MANAGEMENT

The evolution of Computer Based Information Systems (CBIS) is traced, and their impact on contemporary organizations is explored. Following an introduction to the fundamental properties of CBIS, the course focuses on the application of information systems technology in various businesses and industries. Particular attention is paid to the behavioral and technological implications of information systems for managers of organizations that employ information systems technology. Topics include information flow, information requirements of management, decision-making models, operations analysis and modeling techniques, the systems design process, and systems analysis tools. Also offered as CIS 312. Prerequisite: Any CSC course, or three CIS modules.

Spring *3 hours*

CSC 321 TOPICS IN COMPUTER SCIENCE

Topics of current interest in computer science not covered in other courses. Prerequisite: varies with topic studied.

Spring *3 hours*

CSC 330 OPERATING SYSTEMS

An introduction to computer operating systems. Topics to be discussed include the program management services, memory addressing and allocation, and time sharing. Specific examples of operating systems, Prerequisite: CSC 212.

Fall, odd-numbered years *3 hours*

CSC 420 COMPUTER SCIENCE SEMINAR

Current developments and themes in computer science. An introduction to industry as it exists in the Research Triangle area, to journals in the field of computer science, and to societies and associations dedicated to the advancement of computing. Includes field trips, speakers, and discussions of selected topics. Prerequisite: At least two CSC courses numbered 200 or above and junior or senior standing.

Fall *1 hour*

Under the auspices of Cooperating Raleigh Colleges, students in the mathematical and computer sciences can take courses at North Carolina State University. This option is most often used to add a course or two in a specialized area of interest to the student. However with an additional year, it has been used to earn a second degree at NCSU while completing a degree at Meredith. Courses in biomathematics, computer science, engineering, mathematics and statistics have been taken by Meredith students availing themselves of this option.

Students who wish advanced study and research in mathematics and computer science should consult with the department head and arrange for it through the special studies options listed on page 59.

MUSIC, SPEECH AND THEATRE

Professor D. Lynch, ***Head;*** *Professors Clyburn, Fogle, F. Page, and Vaglio; Associate Professors Creagh and Williams; Assistant Professors C. Rodgers and W. Rodgers; Visiting Lecturer Potorti; Adjuncts Atchley, Blackledge, Brewer, Brockwell, Brown, Carter, Daugherty, Deane, Dopler, Downward, Dunson, Dupre, Dyke, Eagle, Evans, Farrington, M. Garriss, P. Garriss, Gilmore, Halverson, Hanford, Hudson, Jolly, Kauffman, Lohr, McKee, Mitchell, Morgan, Nelson, Overmier, Partridge, Poniros, Randolph, Riva-Palacio, Sparks, A. Stephenson, E. Stephenson, and Thomas; Facilities Technical Director Landry.*

— *Purpose*

The study of music, speech, and theatre at Meredith has a twofold emphasis: (1) the importance of the performing arts as basic components of a liberal arts education, available to all students; (2) professional training of the highest caliber for students who plan to pursue careers in the performing arts.

The student who chooses a major or a concentration in the arts will be prepared to pursue a variety of careers: as a teacher, a performer, an actor, a director, a minister — all directly related to the performing arts; or she may choose a career in a different field, in which the disciplines learned in the performing arts will give her a distinct advantage in mastering other skills.

— *Goals and Objectives*

The objectives of the programs and courses offered by the Department of Music, Speech, and Theatre are to encourage the student to

- develop creativity
- develop critical thinking skills
- reinforce certain other essential facets of general education, such as mathematical and scientific concepts; moral, ethical, and religious values; skill in both oral and written expression; positive and healthy use of the body
- pursue careers in the performing arts, arts education, business and professional settings, churches
- develop aesthetic understanding through evaluation of important works of art related to music, speech, communications, and theatre
- gain knowledge of basic artistic and philosophical movements in history
- gain knowledge and skills necessary to understand contributions of diverse cultures to music, speech, communications, and theatre
- understand the theoretical base applicable to each discipline
- promote involvement in the artistic life of the

community

- understand and apply technology related to specific areas of music, speech, communications, and theatre
- understand the fundamental importance of arts education
- accumulate the knowledge and experiences necessary to develop reflective thinking
- perform in public.

— Areas of Concentration

The department offers the following programs:

- the Bachelor of Arts with majors in music, speech communication, or theatre
- the Bachelor of Music with majors in applied music (concentration in instrument, voice, or piano pedagogy) or in music education.

A *Certificate in Church Music* may be earned in conjunction with any of the undergraduate majors in music. Minors are available in music, musical theatre, speech, and theatre. Additional concentrations may be developed upon request of students with special areas of interest, either within the department or on an interdisciplinary basis.

The *Master of Music* is also offered. Master of Music students may choose either performance and pedagogy or music education. Information is available in the music department or in the graduate office.

— Audition and Interview

Because of the highly personal nature of the performing arts, it is important that students who are interested in majoring in music or theatre come to the campus for an interview with members of the faculty. An audition at the same time is beneficial for determination of background, special interests, and potential. An audition is prerequisite for admission into a major program and for scholarship consideration, and sometimes, though not always, for admission to the college itself. In cases where distance prohibits a personal visit, a videotape and/or audiotape may be sent in lieu of a personal audition.

— Requirements for a Major

BACHELOR OF ARTS

1. Major in Music

The Bachelor of Arts in music is intended for the student who is interested in music as part of a total liberal arts program or for the student who may plan graduate study in musicology, music history, or composition. Some B.A. music students also earn elementary and middle grades teaching licensure; some include a second major (such as religion, psychology, business, or mathematics) to prepare for careers which combine a variety of disciplines.

The Bachelor of Arts in music requires at least 48 hours in music, as follows:

Music courses	32
Theory 100, 101, 202, 203	12
Ear-Training 150, 151, 252, 253	4
Keyboard 140, 141, 242, 243	4
Music Literature 215	2
Music History 310, 311, 312, 313	8
Seminar in Music Literature 494	2
Applied Music and Electives	16
Minimum in applied music	8
Graduation Recital 491	1
Electives in Music	7

2. Major in Speech Communication

The Bachelor of Arts with a major in speech communication prepares a student for many different careers, including public relations, advertising, management and administration, personnel work, counseling, radio and television, politics, or any other career that emphasizes effective communication. Speech communication is also an ideal second major for students majoring in business, politics, psychology, or sociology.

The Bachelor of Arts with a major in speech communication requires at least 35 hours as follows: (Required courses are listed in suggested sequential order.)

Required Courses	23
Speech 150 (Voice and Articulation)	3
Speech 225 (Fundamentals of Speech)	3
Speech 260 (Interpersonal Communication)	3
Speech 326 (Oral Interpretation of Literature)	3
Psychology 410 (Social Psychology)*	3
Advanced Rhetoric (English 358, or approved equivalent)*	3
Speech 494 (Human Communication: Psychological Perspectives)	3
Theatre 240 (Practicum: Publicity/House Management)	1
Related Studies	12

Twelve hours are required in speech communication or other departmentally approved electives. The choice of electives must be approved by the student's adviser. At least six of these hours must be numbered at the 200 level or higher. All electives focus on the process of communication in a particular context.

---

* Students are expected to meet the requirements of prerequisite course work or admission by permission of instructors for these courses.

Examples of approved electives include ART 140, BUS 366, BUS 384, BUS 446, BUS 448, BUS 467, ENG 245, CD 335, ENG 475, POL 301, POL 303, PHI 210, PSY 212, PSY 312, PSY 332, PSY 530, SOC 335, SPE 270, SPE 350, SPE 400.

3. Major in Theatre

Candidates for the Bachelor of Arts in Theatre must earn 36 hours of credit. The required core courses encourage students to study all aspects of theatrical production. The additional courses provide the opportunity for the individual student to customize her course of instruction in consultation with her major adviser — toward a greater overview or toward a focus on performance or production.

Core 24
- Theatre 114 (Introduction to Theatre) 3
- Theater 224 (Basic Acting) 3
- Theater 230-242 (Practica — at least three different areas) 3
- Theatre 245 (Stagecraft) 3
- Theatre 316, 317 (History)..................................6
- English 350 (Topics in Drama) (must be approved by adviser), or English 355 or 356 (Shakespeare) 3
- Theatre 490 (Project: area of specialization)..........3

Additional Courses..12

The student must select at least 12 credit hours from the following list of courses:
- Speech 150 (Voice and Articulation) 3
- Theatre 214 (Creative Dramatics).........................3
- Theatre 230-242 (Theatre Practicum) (areas of study to be determined in consultation with major adviser).....................1-3
- Theatre 246 (Lighting and Sound) 3
- Theatre 247 (Costume and Makeup)....................3
- Theatre 324 (Intermediate Acting) 3
- Theatre 424 (Advanced Acting) 3
- Theatre 425 (Directing).......................................3
- Theatre 495 (Seminar in Musical Theatre) 3
- Theatre 499 (Internship) 1-3

Students majoring in theatre are expected to participate in departmental productions.

4. Teaching Licensure in Theatre

The K-12 teaching licensure in theatre is designed for those students who wish to pursue the teaching of theatre as a profession. This program will result in licensure by the North Carolina Department of Public Instruction to teach theatre in grades K-12. See specific requirements in the teacher education section of this catalogue.

5. Concentration in Musical Theatre

Musical theatre receives a great deal of emphasis at Meredith. Each year, Meredith Performs offers at least one major musical comedy and/or operatic production. Faculty in music, speech, and theatre have great interest in, and commitment to, musical theatre.

The student may choose a concentration in musical theatre in one of the following ways:

a. She may major in music and minor in theatre (Bachelor of Arts or Bachelor of Music).

b. She may major in theatre and minor in music (Bachelor of Arts).

On occasion, students plan a contract major in musical theatre in consultation with the music and theatre faculty.

BACHELOR OF MUSIC

The four-year Bachelor of Music degree with a major in applied music performance or music education seeks to produce competent, practical musicians who are well versed in the liberal arts.

The major in applied music prepares the student for a career in performance, private teaching, church music, and (after graduate work) college teaching. The major in music education leads to a K-12 public school teaching licensure in music, and it also prepares a student for private school teaching, studio teaching, and church music. The study of music in any program, including the B.A. in music, may also prepare the student for specialized study leading to various types of work related to the music industry.

While most Bachelor of Music candidates plan a music career, the disciplines required in music provide excellent preparation for other careers. Music graduates often are recruited in such diverse fields as computer programming, personnel management, counseling, and other professions not directly related to music.

Major in Applied Music (Performance)

Liberal Arts and Sciences 42
- English composition 3
- Major British Writers 3
- Foreign language..6

(Students will be placed at the appropriate level by the foreign languages department. Voice majors will be required to demonstrate a proficiency comparable to that attained by the end of the first college year in two of the following languages: French, German, Italian.)
- Religion 6

(Religion 100 and any advanced three-hour course)
- Social and Behavioral Sciences 6

A. History of Western Civilization (3)

B. Select a course from the following categories: economics, human geography, politics, psychology, sociology and anthropology (3)

Mathematics and natural sciences 6-7
A. Mathematics (3)
B. Natural Science (3-4)
Select one course from the following categories: biology, chemistry, physical geography, physics
Health and physical education 4
(Choose four activity courses, or two activity courses and a two-hour course in health or first aid)
Electives in liberal arts and sciences 1-8

Music Courses 82

1. Concentration in Keyboard or Instrument

Theory 100, 101,202, 203 12
Ear-Training 150, 151,252, 253 4
Keyboard 140, 141,242, 243 4
Music Literature 215 2
Music History 310, 311,312, 313 8
Pedagogy 220, 322 4
Conducting 300, 301 4
Seminar in Music Literature 494 2
Seminar in Theory 495 2
Literature of Applied Music 314 2
Principal applied study 24
Secondary applied study(ies) 4
Junior Recital 390 1
Graduation Recital 490 1
Keyboard proficiency
Music electives 8

2. Concentration in Voice

Theory 100, 101,202,203 12
Ear-Training 150, 151,252, 253 4
Keyboard 140, 141,242, 243 4
Music Literature 215 2
Music History 310, 311,312, 313 8
Pedagogy 220 2
Phonetics 256, 257 2
Conducting 300, 301 4
Seminar in Music Literature 494 2
Seminar in Theory 495 2
Literature of Applied Music 314 2
Voice 24
Secondary applied study(ies) 4
Junior Recital 390 1
Graduation Recital 490 1
Keyboard proficiency
Music electives 8

3. Concentration in Piano Pedagogy

Theory 100, 101,202, 203 12
Keyboard 140, 141,242, 243 4
Ear-Training 150, 151, 252, 253 4
Music Literature 215 2
Conducting 300, 301 4
Music History 310, 311,312, 313 8
Literature of Applied Music 314 2
Principal applied study (piano) 22
Secondary applied study(ies) 4
Pedagogy 220, 321,322, 423, 424, 425 11
Lecture-recital or workshop 391 1
Graduation Recital 490 1
Electives in music 7

Major in Music Education

Liberal Arts and Sciences 42

English Composition 3
Major British Writers 3
Foreign Language 6
(Students will be placed at the appropriate level by the Department of Foreign Languages.)
Religion 6
(Religion 100 and any advanced three-hour course)
Social and Behavioral Science 9
A. History of Western Civilization (3)
B. American Ethnic Relations (SOC 335) (3)
C. Psychology of Exceptional Individuals (PSY 312) (3)
Mathematics and Natural Sciences 7
Mathematics (3)
Natural Science (4)
(Select from one of the following categories: biology, chemistry, physics)
Health and Physical Education 4
(Choose four activities courses or two activities courses and a two hour course in health or first aid)
Electives in liberal arts and sciences 4

Music and Professional Education 82

Theory 100, 101,202, 203 12
Ear-Training 150, 151, 252, 253 4
Keyboard 140, 141,242, 243 4
Music Literature 215 2
Music History 310, 311,312, 313 8
Winds and Percussions 070 4
String Instruments 060 2
Guitar Lab 068 1
Instrumentation 304 1
Choral Arranging 308 2
Conducting 300, 301 4
Principal applied study 14
Secondary applied study(ies) 3
Students whose principal applied study is not voice should take 3 hours of voice as secondary applied or elective.
Graduation Recital 491 1
Keyboard proficiency

Education, Methods, and Elective Courses

Materials and Methods Elementary 720 2
Materials and Methods Middle 721 2

Materials and Methods Secondary 722 2
Educational Psychology 234 3
Foundations of American Education 232..............3
Student Teaching 439 (Block) 6
Reading (EDU 471) (Block) 1
Introduction to Audio/Visual Materials
(EDU 441) (Block)..1

— *Certificate in Church Music*

Students interested in church music are encouraged to earn this certificate. The candidate must complete one of the major undergraduate degree programs in music, including the following specific requirements:

Conducting 300, 301 4
Church Music 395, 396, 397................................6
Internship 934 4
Religion 12

(In addition to the six-hour religion requirement for all degrees, choose six additional hours.)

Applied Music..18-28
Principal applied (14-24) — Complete 300 level
(Organ, voice, or piano)
Secondary applieds...4

At least two semesters at 100 level in two of the following (other than principal applied): organ, piano, voice

Graduation Recital 490 or 491 1

Ensembles must include the following experiences:
Choral ensembles (4 semesters)
Handbells (2 semesters)
Accompanying (2 semesters)
(Students whose principal applied is organ or piano)

MASTER OF MUSIC

Meredith offers two graduate majors in music. *The Master of Music in Performance and Pedagogy* emphasizes performance, teaching methods, literature, and research, to produce studio and college teachers who are well grounded in their area of performance. *The Master of Music in Music Education* emphasizes philosophy, theory, and methods of music education, advanced courses in education, and psychology and music courses to produce music educators of the highest caliber. Requirements for these degrees are outlined in a separate publication which may be obtained from the music department or from the graduate office.

Preparatory Division

Through the School of Music, the department provides instruction in applied music, theory, and music appreciation to non-credit students of all ages within the Raleigh area. Both faculty members and advanced pedagogy students teach in the School of Music program. Registration is on a semester-to-semester basis. An audition is required for admission; continuation from one semester to another is contingent upon satisfactory progress.

Facilities

BUILDINGS: Instruction in the performing arts takes place in the Harriet Mardre Wainwright Music Building, completed in 1977, in adjacent Jones Hall, constructed in 1950 and renovated as a fine arts center in 1978, and in Christina and Seby Jones Chapel, completed in 1982. The principal performing spaces include Jones Auditorium (theatre, organ recitals, dance), Clara Carswell Concert Hall (recitals and concerts), the Studio Theatre (more intimate performances and rehearsals), and Jones Chapel (organ and choral performances). Teaching and practice space includes three large classrooms, a music education laboratory, two seminar rooms, a rehearsal hall, a scene shop, an electronic/computer studio, two recording studios, 24 faculty offices and studios, and 30 practice rooms.

EQUIPMENT: A large inventory of equipment is available for effective teaching and learning. Musical instruments include about 20 grand pianos, 45 upright pianos, two concert organs (a 1970 three-manual Austin in Jones Auditorium and a 1983 two-manual mechanical action Andover in Jones Chapel), five studio and practice organs (two Holtkamps, a Casavant, a Ryan tracker, and a Wicks), a Roland electronic keyboard/synthesizer laboratory, and a collection of orchestral instruments. Electronic equipment includes a complete electronic music laboratory, including several synthesizers; numerous recording and playback instruments, both tape and disc; and a computer laboratory. Students and faculty have access to videotaping equipment in the performing arts complex. The theatre possesses excellent lighting, sound, and stage machine systems, making it one of the best equipped theatrical facilities in the area.

LIBRARY: A fine collection of books, reference works, and periodicals on performing arts is located in the Carlyle Campbell Library. In addition, the Music Library, located in the Harriet Mardre Wainwright Music Building, contains scores, including several complete editions, over 5,000 recordings, and several courses of programmed instruction on tapes and computer diskettes.

Performances

Each year Meredith brings to the campus distinguished performers and lecturers for public performances and special instruction to students. In addition, a large number of artists, ensembles, orchestras, and touring companies perform in Raleigh under sponsorship of local series. Among the series available to Meredith's students are the Friends of the College, Stewart Theatre, the Chamber Music Guild, North Carolina Symphony, Raleigh Little Theatre, and the National Opera Company.

Members of the Meredith faculty are active as performers. Students themselves, of course, provide the greatest number of musical and theatrical programs.

The Fletcher School of Performing Arts at Meredith College brings internationally distinguished artists to the campus for residencies which include performances and master classes offered to students and community professionals. During 1995-1996, the Fletcher School brought baritone William Stone, accompanist-coach Warren Jones, Metropolitan Opera Company diction coach Nico Castel, opera directors Carol Castel and Wesley Balk, vocal coach Willa Stewart, and violinist Nicholas Kitchen, for residencies of several days each. In addition, the National Opera Company offered numerous open rehearsals and two complete opera performances.

It is essential that students experience as large and varied a selection of performances as possible. All undergraduate music majors are expected to attend at least 10 programs per semester, selected in consultation with their instructors, from the large number of performances available on campus and in the Raleigh area. In addition, music majors are required to attend all Thursday student recitals. Regular attendance at public performances is as much a part of the learning experience as lessons, literature, history, practice, and other classes.

— Specific Requirements for Music Majors

Performance Requirements

Performance is at the core of the music curriculum. Every musician performs regularly–whether on stage, in church, in the classroom, or in the studio — in every way that she puts into action her musical training. Consequently, a great deal of emphasis is placed upon developing skills of performance.

Specifically, the following minimum requirements apply: Bachelor of Arts music majors and Bachelor of Music music education majors perform at least once each year in student recitals and present a partial graduation recital. Performance majors in the Bachelor of Music program perform at least twice each year (except in the freshman year, when they perform once) in student recitals and present a partial junior recital (lecture-recital for piano pedagogy students) and a full graduation recital. Master of Music in performance and pedagogy candidates normally will perform at least once each semester on Student Recital, and will give a lecture-recital and a graduate recital.

Performances in recitals and jury examinations each semester in all applied music courses are normally given from memory.

Students taking part in any public performances, on or off campus, should consult with their respective principal applied teachers in advance.

Ensembles

All undergraduate music majors are required to participate in ensemble each semester (with or without academic credit), except possibly the first semester of the freshman year and the student teaching semester. Singers meet this requirement through choral ensembles; instrumentalists, through instrumental ensembles; keyboard majors, through accompanying and other ensembles. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester.

Sophomore Conference

The sophomore/transfer conference is designed as an advising tool at the time the music student has had basic foundation courses and before she formally declares her major. Normally scheduled at the beginning of the fourth semester of full-time study, the conference between the student and a faculty committee will assess past, present, and future work and advise the student regarding her specific choice of major. Full details regarding the sophomore conference are available in the music office and from faculty advisers in music.

Keyboard Proficiency

All students in the Bachelor of Music degree program must pass an examination designed to include basic aspects of practical musicianship needed to be effective in both classroom and studio situations (at the level of Piano 144). Music education majors must pass keyboard proficiency before student teaching. The examination includes prepared performance of national songs, cadences, scales, arpeggios, harmonization, transposition, and sightreading.

All students in the Bachelor of Music degree program must attain and complete at least one semester of Piano 144. Music education majors must fulfill this requirement before student teaching.

Specific requirements for both keyboard proficiency and placement into Piano 144 are available in the departmental office.

Student Recitals

Varied student recital programs and departmental convocations are held Thursday afternoons. All students majoring in music are required to attend.

— Curriculum

Courses in music may fulfill humanities/fine arts general education requirements.

Theory

MUS 100, 101 ELEMENTARY THEORY AND COMPOSITION

Introduction to the theory of music and its creation; fundamental aspects of melody and harmony explored in detail. Emphasis on rhythm and meter, notation, tonality, triads, melodic composition and analysis, modulation, two-, three-, and four-voice writing, and functional harmony through dominant seventh chords. Prerequisite: MUS 100 before MUS 101. Three class hours weekly; at least one hour per week in the computer laboratory.

Fall/Spring *3 hours each semester*

MUS 140, 141 ELEMENTARY KEYBOARD

Exploration of the keyboard aimed at fluency in basic chordal progressions in all keys and modes. Simple transposition of melodies stressing interval relationships and using basic accompanying patterns in improvisation. Sight-reading. Prerequisite: MUS 140 before MUS 141.

Fall/Spring *1 hour each semester*

MUS 150, 151 ELEMENTARY EAR-TRAINING

Introduction to sight-singing and ear-training through the basic elements of intervallic relationships, rhythm, and chord structure. Emphasis on converting notation to musical sound and musical sound back to notation. Basic conducting patterns must be mastered in conjunction with sight-singing. Use of programmed computer instruction, TAPMASTER, and PITCHMASTER systems in a lab setting to drill these skills. Prerequisites: students must be able to read music and to match pitch. MUS 150 before 151.

Fall/Spring *1 hour each semester*

MUS 202, 203 ADVANCED THEORY AND COMPOSITION

Review and continuation, through analysis and composition, of functional harmony. Seventh, ninth, 11th chords. Study of form, analysis, counterpoint, 20th century techniques. Harmonic dictation. Prerequisites: MUS 101 before MUS 202, MUS 202 before MUS 203.

Fall/Spring *3 hours each semester*

MUS 242, 243 INTERMEDIATE KEYBOARD

Reinforcement at the keyboard of harmonic vocabulary associated with MUS 202, 203. Emphasis on four-part texture, with controlled voice leading, through realization of abstract harmonic settings, figured bass and melody accompaniment. Development of basic functional skills, such as harmonization and improvisation of melody, score reading, sight-reading and transposition. Prerequisite: MUS 141 before MUS 242, MUS 242 before 243.

Fall/Spring *1 hour each semester*

MUS 252, 253 INTERMEDIATE EAR-TRAINING

Continued development of ear-training, sight-singing, and conducting skills begun in MUS 150, MUS 151. Prerequisite: MUS 151 before MUS 252, MUS 252 before MUS 253.

Fall/Spring *1 hour each semester*

MUS 304 INSTRUMENTATION

A study of the ranges, qualities, and limitations of orchestral and band instruments. Emphasis is placed upon the distribution of parts to instruments within each choir and discussion of solo and accompanying qualities of the various instruments. Arranging for small groups is included as time permits. Prerequisite: MUS 202.

Spring *1 hour*

MUS 308 CHORAL ARRANGING

Exploration of the various techniques available for arranging sung melody. Emphasis is upon counterpoint, vocal ranges, voicings, form, and accompanying instruments used in arranging music for two to four or more vocal parts. Assignments are designed to meet the needs of each individual student. Prerequisite: MUS 202.

Fall *2 hours*

MUS 340 ADVANCED KEYBOARD TECHNIQUES

Intense development of reading and accompanying skills. Sight-reading literature suitable for use in the classroom and church situations, using school music texts, anthem accompaniments, open vocal score reading, and art song accompaniment. Some work also in improvisation, service-playing techniques. Prerequisites: MUA 144, MUS 243.

1 hour

MUS 495 SEMINAR IN THEORY

Research in advanced topics in music theory, differing each semester. Topics such as the following will be studied: counterpoint, form and analysis, period styles of important composers. May be repeated for credit. Prerequisite: MUS 203.

Spring *2 hours*

MUS 506 COMPUTERS AND MUSIC

An introduction to the world of computers and music applications to computing, including programming in BASIC, flow-charting, computer games, graphics, MIDI applications, composition and notation programs. Students will also explore the Internet or information highway with specific emphasis upon musical resources.

Fall *2 hours*

MUS 105, 205, 305, 405COMPOSITION

Composition in various forms for voice, chorus, individual instruments and combinations of instruments. Instruction in private lessons or in groups.

Fall and Spring *1 to 4 hours each semester*

History and Literature

MUS 214 MUSIC APPRECIATION

A course designed to impart an understanding of music as an element of liberal culture and to develop the power of listening intelligently. Masterworks in music literature will be learned. No technical knowledge required.

Fall/Spring *3 hours*

MUS 215 MUSIC LITERATURE

An introduction to music from a global perspective, to musical resources such as reference materials, to aural analysis of music and to score analysis. Students learn to listen actively to music from folk, popular and art traditions, both Western and non-Western. The process of writing about music will be explored as will career opportunities in music. This course is a foundation for more advanced studies in music history and literature and is designed for music majors and for students with some formal music background. Required of freshman majors.

Spring *2 hours*

MUS 310 MEDIEVAL AND RENAISSANCE MUSIC

A historical and stylistic study of music from ancient Greece through the end of the Renaissance (1600), including analysis, composition in specific styles, performance, and listening. Overview of non-western styles. Prerequisites: MUS 101, MUS 215.

Fall *2 hours*

MUS 311 BAROQUE MUSIC

A historical and stylistic study of music of the Baroque period (1600-1750), including analysis, composition in specific styles, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring *2 hours*

MUS 312 CLASSIC AND ROMANTIC MUSIC

A historical and stylistic study of music of the Viennese Classic and Romantic periods (1720-1900), including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Fall *2 hours*

MUS 313 20TH CENTURY MUSIC

A historical and stylistic study of music of the 20th century, including analysis, composition, performance, and listening. Prerequisites: MUS 101, MUS 215.

Spring *2 hours*

MUS 314 LITERATURE OF APPLIED MUSIC

A chronological study of the principal repertoire for instruments or for voice, with emphasis on the important compositional schools represented in applied music instruction at Meredith. A separate section is offered for each applied area, as needed. Faculty and student performances of representative compositions will be incorporated.

2 hours

MUS 494 SEMINAR IN MUSIC LITERATURE

Research in problems related to music literature, history, or performance selected by the instructor, individual students, or the class. Different topics each semester; may be repeated for credit.

Fall *2 hours*

Music Education, Pedagogy, Phonetics

MUS 060 STRING INSTRUMENTS

Practical study of string instruments with emphasis on the violin, including teaching methods. May be repeated for credit.

Fall and Spring *1 to 3 hours each semester*

MUS 070 BRASS, WIND, AND PERCUSSION INSTRUMENTS

Required of all music education majors, this course emphasizes mastery of technical aspects of instrumental playing needed to teach the C flute, B-flat clarinet, tenor trombone, one brass valve instrument, and basic snare drum rudiments. May be repeated for credit.

Fall and Spring *1 to 3 hours each semester*

MUS 220 PEDAGOGY I

Survey of beginner methods and elementary literature, technique, and theory. Observation of lessons of beginning and elementary students. One class meeting and one observation per week. A separate section is offered for each applied area, as needed. Prerequisite: MUS 101, MUS 215.

Spring *2 hours*

MUS 321 PEDAGOGY II

Survey of intermediate literature and materials. Observation of lessons of upper elementary and lower intermediate students. One class and one observation per week. Prerequisite: MUS 101, MUS 215.

Fall *2 hours*

MUS 322 PRACTICUM

Teaching a beginning student on a one-to-one basis, one lesson per week. Teaching will be observed and critiqued periodically by the instructor. Continues through two semesters. A separate section is offered for each applied area, as needed.

Fall and Spring *1 hour each semester*

MUS 423 PEDAGOGY III

Survey of late intermediate and more advanced literature and materials. Observation of lessons of intermediate and more advanced students. One class meeting and one observation per week. Corequisite: MUS 424.

Spring *2 hours*

MUS 424 PRACTICUM

Teaching one or more students beyond the beginning level. Teaching will be observed and critiqued by the instructor. Continues through two semesters.

Fall and Spring *1 hour each semester*

MUS 425 SEMINAR/INTERNSHIP

Studio internship with a professional piano teacher, either at Meredith or in private practice, to last six to eight weeks. Pedagogy seminar, covering a topic of importance to the prospective teacher, to last six weeks.

2 hours

MUS 256, 257 PHONETICS FOR SINGERS

Study of the International Phonetic Alphabet and its application to the pronunciation of Italian, Ecclesiastical Latin, German, and French. Emphasis on application of principles of pronunciation to texts in vocal literature.

Fall/Spring, alternate years *1 hour each semester*

MUS 300, 301 CONDUCTING AND CHORAL LITERATURE

A study of basic conducting patterns, techniques, and rehearsal procedures. Laboratory experiences are concerned with learning about music through the rehearsal and study of choral literature. Emphasis is placed upon characteristics of style, musical analysis, and performance techniques as applicable to literature selected from all historical periods. Prerequisites: MUS 101; MUS 300 before MUS 301.

Fall/Spring *2 hours each semester*

MUS 503 ADVANCED CONDUCTING

A study of techniques needed to project the conductor's concept in rehearsal and performance. Students will participate in choral and instrumental rehearsals and may be involved in public performance.

2 hours

MUS 720 MATERIALS AND METHODS IN ELEMENTARY SCHOOLS

Designed for music education majors, this course is based on the development of concepts through a series of sequential music activities. Attention is given to formulating a philosophy of music education, Orff, Kodaly, and Dalcroze techniques and philosophies, state-adopted texts, teaching techniques and lesson planning. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

Fall *2 hours*

MUS 721 MATERIALS AND METHODS FOR MIDDLE SCHOOLS

A study of teaching methodologies appropriate for middle school with special attention given to classroom management, learning activity packets, learning centers and uses of computer in music teaching. Prerequisites: MUS 101,151.

Fall *2 hours*

MUS 722 MATERIALS AND METHODS IN SECONDARY SCHOOLS

A study of the scope and sequence in the music program in the secondary school with special emphasis on the choral program. Attention is given to the changing voice, rehearsal techniques, scheduling, program building and choral performance preparations. Public school observation and teaching are included. Prerequisites: MUS 101, 151.

Spring *2 hours*

MUS 744 MUSIC IN THE ELEMENTARY SCHOOL

Designed to equip the classroom teacher with musical and pedagogical skills necessary to provide optimum learning in the elementary classroom. Emphasis is placed upon sequencing music activities through the conceptual approach as advocated in state-adopted music texts; learning contracts and centers, European influences of Orff and Kodaly, and the use of audiovisual materials and equipment in the classroom. Prerequisite: IDS 100.

Fall/Spring *2 hours*

Church Music

MUS 395 HISTORY AND LITURGIES

A survey of the historical development of church music with emphasis on the liturgies which have developed through that history (especially Jewish, Roman Catholic, and Protestant liturgies).

2 hours

MUS 396 HYMNOLOGY

A study of the hymns of the Christian church, their history, and their function in worship.

2 hours

MUS 397 ORGANIZATION AND ADMINISTRATION

Methods and materials for the organization and training of choral, handbell, and instrumental programs within the church. Includes a study of the relationship of the music director to the clergy, staff, and congregation of the church.

2 hours

MUS 934 INTERNSHIP IN CHURCH MUSIC

Supervised work in a church music program, with responsibilities for rehearsals and services, as director of a choir and/or organist. Minimum of three hours of rehearsal and service time per week for each hour of credit; weekly conference with Meredith supervisor. Prerequisites: MUS 300, MUS 397, or permission of the instructor. May be repeated for credit to a maximum of four hours.

1 to 2 hours per semester

Ensembles

All undergraduate music majors are required to participate in ensemble each semester (with or without academic credit), except possibly the first semester of the freshman year and the student teaching semester. Singers meet this requirement through choral ensembles; instrumentalists, through instrumental ensembles; keyboard majors, through accompanying and other ensembles. In all ensembles, attendance at two to three hours of rehearsal each week and at all performances is required. All students whose principal applied study is a keyboard instrument are expected to accompany (with or without academic credit) each semester.

MUS 234 CHORUS

Open to all students without audition. Provides music for various college functions and gives concerts on and off campus.

1 hour each semester

MUS 236 ACCOMPANYING

All students whose principal applied study is piano or organ are expected to fulfill at least two semesters of their ensemble requirement in accompanying. In addition, these students are expected to accompany (with or without credit) every semester. A two-semester class in accompanying is requisite for credit in accompanying, or for accompanying a recital. Students are urged to take this class as early in their studies as possible.

Normally, one of the following is expected for one hour of credit:.

a. Prepare to accompany a recital for one major;

b. Accompany lessons, jury examinations, and student recital appearances for one major;

c. Accompany lessons and juries for two non-majors (the equivalent of one 60-minute or two 30-minute lessons); or

d. Accompany an ensemble.

Any work beyond this must be approved by the accompanist's principal applied instructor.

Non-music majors may earn credit by accompanying lessons and juries for one 60-minute or two 30-minute lessons.

1 hour each semester

MUS 237 INSTRUMENTAL ENSEMBLE

Rehearsal and performance of works taken from standard ensemble literature; open to all qualified students by arrangement with the instructor. Examples of active instrumental ensembles include the Meredith Wind Ensemble and the Meredith Flute Ensemble.

1 hour each semester

MUS 238 ORCHESTRA

Rehearsal and performance of orchestral works, selected to match the abilities of the students enrolled.

1 hour each semester

MUS 239 HANDBELL CHOIR

Beginning and advanced handbell ringers perform on and off campus. Solo and ensemble ringing opportunities. Students must be able to read music.

1 hour each semester

MUS 334 MEREDITH CHORALE

A select group of about 35 singers who represent the College on campus and on tour. By audition only.

1 hour each semester

MUS 335 PIANO ENSEMBLE

Study of works for piano, four hands, or two pianos.

1 hour each semester

MUS 434 VOCAL ENSEMBLE

A group of about 12 singers who perform literature covering material from all musical periods and styles, both on campus and off. Admission by audition only. Corequisite: MUS 334.

1 hour each semester

Applied Music

Teacher assignments in applied music are made by the department head, in consultation with coordinators in each applied area. Requests for specific teachers will be taken into consideration, if possible.

Applied music instruction is given by any or all of the following methods: class instruction (five or more students in a class), studio group instruction (three or four students in a group), and private instruction. In addition, repertoire classes are required each week for majors in each applied area.

Each course in applied music requires five hours per week of practice for each semester hour's credit. The following formula applies:

Semester Hours Credit	*Weekly Half-Hour Lessons*	*Weekly Practice Hours*
1	1	5
2	2	10
3	2	15
4	2-3	20

Applied music fees are assessed for all applied music courses.

Recital

Each student giving a recital (sophomore, junior, lecture-recital, graduation, or graduate) will register for one hour of recital credit, in addition to her hours of applied music, during the semester in which she gives the recital. An additional fee is charged. Pass-fail grading.

1 hour each semester

MUA 290 SOPHOMORE RECITAL

MUA 390 JUNIOR RECITAL

MUA 391 LECTURE-RECITAL

The piano pedagogy student will present a lecture-recital or workshop illustrating some aspect of literature or teaching techniques related to study in pedagogy.

MUA 490 GRADUATION RECITAL (APPLIED)

A 50- 60-minute recital including music at senior (400) level to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in applied music.

MUA 491 GRADUATION RECITAL (B.A. or music education)

A 20- to 60-minute recital, including music at the appropriate level of advancement, to be offered during the fall or spring of the final year of study. The recital fulfills the Graduation Recital requirement for the Bachelor of Music degree with a major in music education or for the Bachelor of Arts degree with a major in music.

Piano

Professor Clyburn, ***Coordinator;*** *Professor Fogle; Adjuncts Blackledge, Brown, Daugherty, Evans, Jolly, Lohr, Mitchell, Riva-Palacio, and A. Stephenson.*

Piano study is offered for the general college student, the music major whose principal applied study is not piano, and the piano major. Repertoire requirements vary accordingly. For detailed information on piano study, consult the Piano Section Handbook.

Functional piano (for the classroom and in preparation for keyboard proficiency) is available in group instruction.

Music education majors taking piano (as majors or secondaries) will spend time on both performance repertoire and functional skills with classroom teaching material. Both lesson time and jury examinations at the end of each semester will place emphasis on both types of materials.

Each level of study represents a certain stage of advancement. Students whose principal applied study is piano must attain 144 level before applied credit in piano can be counted toward the graduation requirement.

MUA 040 BEGINNING CLASS PIANO

Introduction to fundamentals of the keyboard. Familiar songs, sight-reading, transportation, chords, ensemble playing. Pass-fail grading only.

1 hour

MUA 041 INTERMEDIATE CLASS PIANO

A continuation of MUA 040. Additional music from the classical and popular repertoire. Prerequisite: MUA 040 or permission of the instructor. Pass-fail grading only. May be repeated for credit.

1 hour

MUA 044 PREPARATORY PIANO

Repertoire may range from beginning materials to more advanced repertoire appropriate to the individual student.

MUA 144 PIANO I

J.S. Bach — Easier preludes, dance movements, inventions or sinfonias; a sonata-form movement from a Classical period sonata or sonatima; an etude and character piece from the Romantic period; compositions from the Impressionistic or Nationalistic schools; an American composition, composed after 1950.

MUA 244 PIANO II

J.S. Bach — A prelude and fugue from WTC, or two contrasting dance movements from a suite; a complete sonata by a Classical composer; a character piece from the Romantic period; a composition such as an etude or toccata from the 20th century; a piece composed since 1950.

MUA 344 PIANO III

J.S. Bach — A prelude and fugue from WTC, a complete suite, or toccata; a complete sonata by a Classical or Romantic composer; a large Romantic work; a piece or movement from the piano ensemble literature.

MUA 444 PIANO IV

A major work, or group of shorter works, 10-15 minutes in duration, from the Baroque or Classical periods; a complete sonata or a major single work, 10-15 minutes in duration, from the Classical or Romantic periods; a major work, or group of shorter works, by a Romantic composer; a major work, or group of shorter works, representing the 20th century.

Organ

Professor D. Lynch, ***Coordinator;*** *Adjuncts Dopler, Downward, and M. Lynch.*

MUA 145 ORGAN I

Manual and pedal technique. Bach Eight Little Preludes and Fugues, Orgelbuechelein; Dupre Seventy-Nine Chorales; works of comparable difficulty from all periods; hymn playing.

MUA 245 ORGAN II

Bach preludes and fugues of the first master period, chorale preludes, trio sonatas; works of Mendelssohn, Franck, and other romantics; selected 20th century and pre-Bach repertoire; accompanying.

MUA 345 ORGAN III

Bach, smaller works of the mature master period; selected romantic works of French and German composers; 20th century works of comparable difficulty to Hindemith Sonatas; larger works of early Baroque.

MUA 445 ORGAN IV

Bach, larger works of the mature master period; compositions of Franck, Widor, Vieme, Mendelssohn, Reger, and other romantics; early Baroque; larger 20th century compositions.

Harpsichord

MUA HARPSICHORD 146, 246, 346, 446 Adjunct Downward

Violin

Adjunct Professor Garriss, ***Coordinator of Instrumental Music;*** *Adjuncts Atchley, M. Garriss, Partridge, and Randolph.*

MUA 164 VIOLIN I

Thorough study of bowing and left-hand technique; Laoreux Etudes, Bk. II; Mazas Op. 36; concertos by De Beriot and Accoloay; sonatinas by Schubert.

MUA 264 VIOLIN II

Scales and arpeggios in three octaves; Mazas Etudes Speciales, Kreutzer etudes; sonatas of Corelli and Handel; concertos by Rode, Viotti, and Kreutzer.

MUA 364 VIOLIN III

Technical work continued; etudes by Kreutzer and Horillo; sonatas by Mozart and Beethoven; concertos by Viotti, Kreutzer, and Mozart.

MUA 464 VIOLIN IV

Scales in thirds and octaves; etudes by Rode and Gavinies; concertos by Vieuxtemps, Wieniawski, Godard, and others; sonatas by Bach, Tartini, and Beethoven.

Orchestral Instruments

Courses are also available in the following applied studies:

MUA VIOLA 165, 265, 365, 465
MUA CELLO 166, 266, 366, 466 Adjunct Hudson
MUA DOUBLE BASS 167, 267, 367, 467
MUA FLUTE 174, 274, 374, 474 Adjunct Nelson
MUA CLARINET 175, 275, 375, 475 Adjunct Gilmore
MUA PERCUSSIONS 189, 289, 389, 489 Adjunct Deane

Guitar

Adjuncts E. Stephenson and Dunson

MUA 068 GUITAR CLASS

Beginning instruction in folk guitar. Basic chords, notation, rhythm. No previous guitar experience necessary; guitars furnished.

1 hour each semester

Working knowledge of notes and basic chords in the first position should be established before entering MUA 168. This is often accomplished by taking Guitar Class 068.

MUA 168 GUITAR I

A study of scales, arpeggios, slurs, and chords in the first position. Compositions by Carulli, Carcassi, Aguardo, Giulini.

MUA 268 GUITAR II

Continued work with technique; Segovia diatonic scales; compositions by Sor, Milan, Tarrega, DeVisee.

MUA 368 GUITAR III

Continued work with technique; preludes by Ponce, Villa-Lobos; compositions by Bach, Weiss, Dowland.

MUA 468 GUITAR IV

Etudes by Villa-Lobos; large works by Bach, Ponce, Tedesco, Albeniz; contemporary works, music for guitar and ensemble.

Courses in other instruments are made available upon demand, when qualified instructors can be engaged to teach them. Lessons in some orchestral instruments are available at North Carolina State University under Cooperating Raleigh Colleges. Credit and placement are earned on the same basis as other applied music.

Voice

Associate Professor Williams, ***Coordinator,*** *Adjuncts Carter, Farrington, Poniros, Sparks, and Thomas.*

MUA 154 VOICE I

Position and poise of the body, exercises to enhance vocal freedom through coordination of breath and tone. Emphasis on evenness of tone and smoothness of phrase. Simpler songs from classical literature, English and Italian pronunciation.

MUA 254 VOICE II

Technical work of the freshman year continued; scales and staccato exercises. Moderately difficult songs by composers of romantic and contemporary literature. French and German pronunciation.

MUA 354 VOICE III

More advanced technique and vocalizations. Advanced literature. Introduction of oratorio and operatic repertoire.

MUA 454 VOICE IV

Technical work continued, stressing flexibility.

Total repertory (MUA 154-454) to include four arias from operatic literature, four arias from oratorio literature, 20 songs from the classic and romantic literature, 20 songs from modern literature.

Speech Communication and Theatre

Associate Professor Creagh, ***Coordinator;*** *Assistant Professors C. Rodgers and W. Rodgers; Adjuncts Brewer, Hanford, Kauffman, and Morgan; Visiting Lecturer Potorti; Technician Landry.*

Please refer to pages 134-136 regarding the majors in speech communication and theatre. See pages 81-82 for the licensure program in theatre education. Minors are available in speech communication, theatre, and musical theatre. There is also a program to prepare interested speech communication majors for graduate licensure programs in speech pathology (see Coordinator for this program). A number of communication internships are available in public relations, television, radio, education, and speech therapy. Theatre internships are available to qualified students in professional stock companies (primarily in the summer months).

Courses in Speech Communication and Theatre may fulfill humanities-fine arts area distribution requirements.

Speech Communication

The courses in speech communication are designed to develop skills in public and interpersonal communication. Critical thinkingis a focus of communication studies, primarily as it is embodied in the clear, logical, and creative expression of ideas. The communication curriculum provides the student with a detailed understanding of the way communication functions in the individual consciousness, society, culture, business, and the arts. Students of communication frequently are employed in the fields of management, marketing, public relations, telecommunications, education, and speech therapy. Presenational skills applicable to most fields of endeavor are the focus of the introductory level courses. Upper level courses provide arenas for the theoretical and ethical reflection on the uses of these practical skills.

SPE 150 VOICE AND ARTICULATION

A course designed to develop flexibility and expression in the human voice. It is intended for, but not limited to, students who wish to have a career in which strong verbal skills are important. Units include phonetics, accent reduction (Standard American English), projection, resonance, articulation, breathing, vocal anatomy, and vocal variety.

3 hours

SPE 225 FUNDAMENTALS OF SPEECH

A basic introduction to communication, primarily through public speaking, that stresses organization and delivery of spoken messages. Units include informative speaking special occasion speaking, the use of language in "oral style," audience analysis, and the use of logic and critical thinking in persuasive communication.

Fall/Spring *3 hours*

SPE 250 INTRODUCTION TO VIDEO PRODUCTION

A detailed study of S-VHS editing equipment and cameras. The course will concentrate on the proper techniques used to create video messages and on the care and operation of video equipment.

A video project and two written exams are also required. Completed student projects will air on Meredith College Television, providing the students first-hand experience creating and disseminating messages via television.

Fall/Spring *2 hours*

SPE 260 INTERPERSONAL COMMUNICATION

An introduction to relational and intrapersonal communication. The student should increase her sensitivity to other cultures by questioning habits, traditions, and current ideas and behaviors related to person perception and communication. Through lectures, discussion, activities, and exercises, students will attain the knowledge and skills to before more effective communicators. They will also increase their awareness of everyday communication behaviors.

Fall/Spring *3 hours*

SPE 270 AMERICAN SIGN LANGUAGE

Students will receive initial training in basic vocabulary acquisition and grammar of basic conversations through American Sign Language by the end of the course. Attendance is particularly important, as most of the required assignments involve the accurate performance of nonverbal messages. Particularly recommended for majors interested in careers in speech pathology or public education. Prerequisite: SPE 150 or departmental permission.

Fall/Spring *2 hours*

SPE 326 THE ORAL INTERPRETATION OF LITERATURE

A course designed to teach vocal poise, expression, and clarity through oral performance of literary works. Literary theory and appreciation are also stressed. The course develops the ability to communicate literature to an audience. Units include prose, poetry, and group performance. Prerequisite: ENG 201, SPE 225, or permission of the instructor.

Fall, Spring *3 hours*

SPE 350 ORAL COMMUNICATION FOR BUSINESS AND THE PROFESSIONS

A course designed to provide students with an understanding of business and other professional organizations from a communications perspective. Some attention will be paid to developing specific speaking skills required in "career settings." Units include perception, active listening, managerial communication, group decision making, interviewing, and proposal presentation.

Fall *3 hours*

SPE 360 TELEVISION PROGRAM DESIGN

This course teaches the student a variety of writing, directing, and editing techniques used in radio, television, video, and film. Emphasis will be on constructing messages for the television format. These scripts will include radio and television news, the informational or documentary format, and the drama. Students will study some basic directing and editing concepts for shot composition and sequencing.

Spring *3 hours*

SPE 400 SPECIAL TOPICS ON COMMUNICATION

A seminar that will investigate a specific topic from a communication perspective. The course will attempt to address the various communication contexts that are the basis of current pedagogy in the field. These contexts include rhetorical criticism, mass communication, interpersonal communication, and organizational communication. Examples of specific topics include nonverbal communication, persuasion, and mass communication. May be taken on multiple occasions when topics vary.

3 hours

SPE 410 SENIOR THESIS

A guided individual project combining research in some area of communication studies with significant practical application of communication skills (e.g., a major public address, performance, workship, video. lecture, etc.). This project will be approved in advance and implemented under the supervision of the major adviser. A detailed outline and annotated bibliography is required by midterm.

1 hour

SPE 494 HUMAN COMMUNICATION: PSYCHOLOGICAL PERSPECTIVES

An advanced course focusing on various contemporary theories of human communication. There will be an emphasis on the theoretical foundations of the study of human communication in a variety of contexts. May be repeated for credit when topics differ. Prerequisite: SPE 225 or permission of the instructor.

Fall *3 hours*

SPE 920 PROJECT: AREA OF SPECIALIZATION

A research project, selected by the speech major in consultation with her adviser and subject to departmental approval, which will focus on her area of specialization (rhetoric, communication theory, oral interpretation, interpersonal communication, organizational communication, etc.).

1 to 3 hours

SPE 930 COMMUNITY INTERNSHIPS

Communication skills may be applied in a wide variety of contexts. Ongoing internships are available in speech pathology, public relations, tutoring at the N.C. Women's Correctional Institute, N.C. State Government, local television stations, as well as summer internships with major television networks, for interested and qualified applicants.

1 to 3 hours

SPE 940 SPECIAL TOPICS

Advanced coursework in a selected context of communication such as Persuasion or Interpersonal Communication.

Theatre

THE 114 INTRODUCTION TO THEATRE

This course is designed to provide the student with a basic understanding of the art of theatre through an exploration of Aristotelian dramatic theory, the principles of acting and directing, and major events in theatre history. A student experiences theatre through the analysis of dramatic literature and criticism as related to play attendance.

Fall/Spring *3 hours*

THE 214 CREATIVE DRAMATICS

Creative dramatics is an area of study which involves drama experiences (pantomimes, improvisations, movement, songs, and games) which are process, not productoriented for the growth and development of students rather than for the entertainment of the audience. This course includes lectures, readings, and practical opportunities for experience. Special assignments will be developed according to the needs of individual students interested in using process-oriented techniques in performing, directing, and teaching.

Fall *3 hours*

THE 224, 324, 424 ACTING

The theories and practical skills of the Stanislavski system are examined and applied in a laboratory setting. Warm-up technique, sense-memory work, relaxation technique, and improvisation exercises provide the foundation for beginning scene study. In the process of scene preparation, the student reads and analyzes works from the major periods of dramatic literature. As a student advances, she explores more complicated characterizations, non-realistic dramatic genres, and the audition process. May be repeated for credit to a maximum of four times. Prerequisite: THE 114 or permission of the instructor.

Fall and Spring *3 hours each semester*

THE 230-242 THEATRE PRACTICUM

These courses are designed to give the student practical theatre experience through production or performance work. After receiving the instructor's approval of an assignment prior to registration, the student receives the criteria for her assignment, attends weekly meetings, and completes a sped fled number of hours of work. Practica may be taken a maximum of eight times for credit.

Fall and Spring *1 hour each section*

230 Performance (acting)
231 Performance (dance)
232 Performance (music)
233 Lighting
234 Sound
235 Costuming
236 Makeup
237 Stage Management
238 Scenic Construction
239 Scenic Design
240 House Management
241 Publicity and Box Office
242 Directing

THE 245 STAGECRAFT

A study and application of the technical elements of theatre production. Major emphasis will be given to scenic and materials used in technical production. Laboratory hours will be arranged for practical experience in scenic arts and crafts. Prerequisite: THE 114 or permission of the instructor.

Fall, even-numbered years *3 hours*

THE 246 LIGHTING AND SOUND

An introduction to the basics of electricity, as they apply to theatre, and a survey of the fundamental lighting and sound processes and equipment. Prerequisite: THE 245 or permission of the instructor.

Spring, odd-numbered years *3 hours*

THE 247 COSTUME AND MAKEUP

An introduction to the basics of costume and makeup design and the processes of costume construction and makeup applications for the stage through practical laboratory experience. Prerequisite: THE 245 or permission of the instructor.

Spring, odd-numbered years *3 hours*

THE 316 HISTORY OF THEATRE — CLASSIC THROUGH ROMANTIC

The course will guide the student through the cultural exploration of the origin and development of theatre, dramatic literature and its structure and genres, dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from the beginning to about 1870. Western and non-western theatre history will be examined. Prerequisite: THE 114.

Fall, even-numbered years *3 hours*

THE 317 HISTORY OF THEATRE — MODERN THROUGH CONTEMPORARY

The course will guide the student through the cultural exploration of the development of modern theatre, contemporary dramatic literature, modern dramatic theory, the principles of performance, and techniques of production (including costuming, scenic design, and company structure), from 1870 to the present. Western and nonwestern theatre history will be examined. Prerequisite: THE 114 or permission of the instructor.

Spring, even-numbered years *3 hours*

THE 425 DIRECTING

Basics of staging and play analysis are reviewed. Scenes are presented in class. A one-act play must be produced for public performance. Prerequisite: The 114 and permission of the instructor.

Spring, odd-numbered years *3 hours*

THE 490 PROJECT: AREA OF SPECIALIZATION

A project, selected by the theatre major in consultation with her adviser, which will focus on her area of specialization (performance, production, speech communications, business communications, etc.).

Fall/Spring *1 to 3 hours*

THE 495 SEMINAR IN MUSICAL THEATRE

Study of the history of musical theatre; analysis of musical scripts and characters; performance of scenes and excerpts. Prerequisite: THE 114 or permission of the instructor.

Fall, odd-numbered years *3 hours*

THE 499 INTERNSHIP: AREA OF SPECIALIZATION

The course consists of an internship in theatre management or in production and an evaluation of the experience under the guidance of an on-campus instructor. The student will work with a theatre company or an arts organization to explore contemporary theatre practices. Prerequisite: THE 114 or permission of the instructor.

Fall, Spring, or Summer *1-3 hours*

THE 735 METHODS OF TEACHING THEATRE

This course provides basic instruction in teaching methods for theatre, using behavioral instructional objectives as the basis for development. Students will develop a philosophy of teaching theatre; organize units and lesson plans; question, criticize, and reformulate assumptions about the nature of their work through reflection on their own teaching methods. Prerequisite: THE 214.

Fall *3 hours*

Students who wish advanced study in music, speech, or theatre should consult with the department head and arrange for it through the special studies options listed on page 59. Students may elect courses through the Cooperating Raleigh Colleges.

PSYCHOLOGY

Professor Huber, ***Head;*** *Professors Aubrecht, Heining-Boynton, and Hornak; Assistant Professors Edwards, Fairbank; Adjunct Gilleland*

THE GOAL OF THE PSYCHOLOGY DEPARTMENT IS TO help the student obtain a better self-understanding, as well as an understanding of the basic methods, facts, and vocabulary of the scientific study of behavior and consciousness.

A major in psychology would be the appropriate background for graduate training in psychology and, in addition, a suitable adjunct to career training in education, business, social work, etc.

A minor, consisting of 18 hours in psychology and including a course in statistics, is also available. See the department head for details.

PSY 100 is a prerequisite for all courses with the exception of PSY 210 and PSY 312 where either PSY 100 or EDU 234 can serve as a prerequisite.

— Requirements for a Major in Psychology

A minimum of 31 semester hours in psychology, including 100, 200, and 300. At least two courses at or above the 300 level must be selected from each of the following areas:

Social (PSY 210, 212, 310, 312, 410)
Clinical (PSY 120, 320, 322, 324, 420, 422)
Experimental (PSY 330, 332, 334, 430, 530)

To help the student review and integrate her study of psychology, the requirements for a major in psychology will include a portfolio to be compiled by each student demonstrating competency in the following areas: 1. knowledge base; 2. ethics; 3. communication; 4. information gathering; 5. research and analytical methods; 6. interpersonal skills; and 7. practical application.

Note: The portfolio requires the successful completion of an exit exam. The examination will normally be taken during the semester preceding graduation.

— Curriculum

PSY 100 INTRODUCTION TO PSYCHOLOGY

An introduction to the scientific study of behavior and consciousness, including such topics as the neurobiological basis of behavior, perception and consciousness, learning, memory and thinking, motivation, personality, normal and abnormal behavior, psychotherapy, and social factors in behavior.

3 hours

PSY 120 STRESS MANAGEMENT

The concept of stress in daily life is defined, and both general and specific sources are examined. The effects of stress and benefits of stress reduction are discussed. Experientially, students learn how to use techniques for reducing stress and promoting relaxation.

1 hour

PSY 200 STATISTICAL METHODS IN PSYCHOLOGY

A survey of the fundamental techniques for describing and analyzing behavioral data. The course considers measures of central tendency and deviation, linear and function-free correlation, hypothesis testing, non-parametric techniques, and analysis of variance. Prerequisite: CIS 101 or demonstrated competency by test.

3 hours

PSY 210 LIFE SPAN DEVELOPMENTAL PSYCHOLOGY

A study of characteristics and changes throughout the life span, from conception to death. At each stage, major topics covered are physical and motor change, cognitive development, emotional and personality growth, and social development.

3 hours

PSY 212 PSYCHOLOGY OF SEX ROLES

The understanding of sex roles from a psychological viewpoint. Topics included are a critique of the psychoanalytic view of gender differences, the effects of body states on personality, psychophysiologic dysfunctions of the reproductive system, differences between male and female brains, differences in the way male and female infants behave, how sexual identity develops, self-esteem, achievement motivation, and changes in the roles the different sexes play during their lifetimes.

3 hours

PSY 300 EXPERIMENTAL PSYCHOLOGY

An introduction to the history, methods, and ethics of general experimental psychology. Research studies will be developed, carried out, analyzed, and reported in American Psychological Association style. Lecture plus laboratory. Prerequisite: PSY 200. Prerequisite: CIS 112 or demonstrated competency by test.

4 hours

PSY 310 THE PSYCHOLOGY OF CHILDREN AND ADOLESCENTS

A comprehensive review of development from infancy to adolescence, with an emphasis on factors which influence growth and learning. Applications of research and theory are directed toward designing appropriate interventions with children in individual and group settings.

3 hours

PSY 312 THE PSYCHOLOGY OF EXCEPTIONAL INDIVIDUALS

An introduction to the psychological and educational characteristics of the major types of exceptional individuals, including the gifted, retarded, and behavioally handicapped; persons with speech, hearing, visual, and crippling health disabilities; and those with specific learning disabilities.

3 hours

PSY 320 ABNORMAL PSYCHOLOGY

A study of the major forms of behavioral pathology and current therapies. Topics covered include anxiety disorders, dissociative disorders, personality disorders, affective disorders, schizophrenic disorders, and chronic brain syndromes.

3 hours

PSY 324 CONDITIONING AND BEHAVIOR MODIFICATION

An examination of the principles of classical and operant conditioning, including reinforcement, stimulus control, and extinction, and of the application of these principles in a variety of settings, including societies, institutions (e.g., schools, mental health settings, prisons, etc.), the home, and in the control and modification of one's own behavior.

3 hours

PSY 330 NEUROPSYCHOLOGY

A survey of the functional anatomy of the nervous system. Special emphasis on current views of the contributions of various subsystems to psychological phenomena.

Fall *3 hours*

PSY 332 PERCEPTION

A study of the various senses and how they function. How our needs, desires, expectations, and previous experiences influence our perception. Understanding of the principles of psychophysics. The course also focuses on cognitive factors in perception.

Spring *3 hours*

PSY 334 ANIMAL BEHAVIOR

An introduction to the scientific study of animal behavior, a synthesis of comparative psychology and ethology. Students will be introduced to paleoanthropology, primate behavior, behavior genetics, and applied veterinary management. Typical research methods will also be discussed.

Spring *3 hours*

PSY 340 COMMUNITY FIELD EXPERIENCE

A field experience in psychology involving application of knowledge and skills in community agencies, mental health services, business, government, or educational settings which provides students with exposure to and experience in the profession of psychology. Attendance at a biweekly seminar and completion of a written project is required. Credit: variable, 1-3.

Fall/Spring

PSY 410 SOCIAL PSYCHOLOGY

A study of the theories and research relevant to interpersonal influence, the ways in which an individual is influenced by other people. Included topics: attitude change, conformity, interpersonal attraction, self consistency, aggression, altruism, and social cognition.

Spring *3 hours*

PSY 420 THEORIES OF PERSONALITY

Major contemporary theories of personality. Theories evaluated in light of research findings.

Fall *3 hours*

PSY 422 PSYCHOLOGICAL TESTING AND EVALUATION

A study of the principles of psychological testing and evaluation in several settings. An introduction to the major types of tests, including tests of general and special abilities, aptitude, achievement, interests, and personality. Suggested prerequisite: PSY 200.

Fall *3 hours*

PSY 424 THEORY AND PRACTICE IN COUNSELING

Introduction to the basic concepts and techniques of counseling as applied in clinical and educational settings. Intensive class interaction is expected. Observation, interviewing, role playing and video-taping are used in the course. A variety of theories are introduced. The students is strongly encouraged to take Abnormal or Personality Theories before taking this class. Junior/senior status.

3 hours

PSY 430 HISTORY AND SYSTEMS IN PSYCHOLOGY

The focus of this course is the historical genesis of current concerns in psychology. Particular emphasis will be placed on the seminal work of the late 19th- and early 20th-century psychological pioneers.

Spring *3 hours*

PSY 530 MEMORY, LANGUAGE, AND COGNITION

A survey of the major theories and empirical findings in the field. Emphasis placed on the active strategies and thought processes used in remembering, speaking and understanding language, reading, concept learning, and problems solving.

Fall *3 hours*

SENIOR THESIS

The interested and qualified student may elect to undertake a senior research project under the special studies option.

RELIGION AND PHILOSOPHY

Professor O'Brien, ***Head;*** *Professors Cochran, Page; Associate Professor Vance; Assistant Professor Kirk-Duggan; Adjuncts Ellis, Safi and R. Smith.*

THE DEPARTMENT OFFERS A MAJOR IN RELIGION and minors in religion and philosophy.

The study of religion and philosophy is an integral part of the liberal arts curriculum. Given the understanding that human life is by nature religious, a well-rounded understanding of life should focus on the sociocultural, theoretical, and historical manifestations of religion.

Through its programs and courses, the Department of Religion and Philosophy strives to aid students in developing analytical skills and methods for examining and understanding various religious phenomena and philosophical perspectives. Exposure to the literature, thought, practice, and divergent interpretations of religions and philosophies not only sensitizes students to the necessity of understanding people within a variety of living faith expressions but also helps them to formulate and better understand their own perspectives. The strong emphasis on biblical studies and western religious thought reveals that a major concern of the department is to bring students to a deeper appreciation of the Judaeo-Christian heritage.

The department also wishes to assist students preparing for graduate study and/or a career. Whether the career is church related or not, a major in religion provides a solid foundation and personal depth which can lead to a variety of fulfilling vocational options.

— The General Education Requirement in Religion (see page 44) may be completed as follows:

1. Religion 100. Students will normally take Religion 100 prior to advanced courses in Religion.
2. Any advanced three-hour course in Religion.

— Requirements for a Major in Religion

A minimum of 24 hours in religion (including courses taken at the 100 level) is required. Students must take at least one course beyond the 100 level from each of the following areas:

- Religion and society (REL 244, 248, 341, 342, 343)
- Biblical studies (REL 262, 265, 266, 268)
- Religious history and thought (REL 283, 285, 286, 289, 381, 382, 384)

REL 497 is required of all majors. At least one course in philosophy is recommended.

Requirements for a major are sufficiently flexible to provide for each student's personal development and for her choice of career preparation. Many students combine a major in religion with a second major or certification in a professionally-oriented field of study.

The department offers minors in religion, philosophy, and Christian education.

— Curriculum

Religion

REL 100 AN INTRODUCTION TO BIBLICAL LITERATURE AND HISTORY

A one-semester historical and theological study of the central meaning of the Bible. Consideration of the principal persons, events, ideas, and practices contained in the biblical record and their significance for the present time.

3 hours

REL 244 ETHICS AND CHRISTIAN TRADITIONS

A dialogical study within the theoretical, biblical, and bio-social dimensions of ethics focused predominantly from within Christian traditions. This course purposefully moves from decision making to the contextual narratives of living.

3 hours

REL 248 WORLD RELIGIONS

A descriptive, phenomenological, and comparative introduction to the world of religious pluralism, with major emphases in Hinduism, Buddhism, Judaism, Christianity, and Islam.

3 hours

REL 262 THE LIFE AND TEACHINGS OF JESUS

An in-depth study of the person and the ministry of Jesus, based upon the four gospels. Attention will be given to the critical questions related to the gospels. Appropriate background materials from non-biblical sources will be employed.

3 hours

REL 265 THE PROPHETIC ELEMENT IN THE BIBLICAL TRADITION

A study of the prophetic books of the Old Testament, with attention to their contemporary value.

3 hours

REL 266 PAULINE LITERATURE

A study of the development of early Christian life and thought as found in the work and writings of Paul.

3 hours

REL 268 WOMEN AND THE BIBLE

A study of the status of women in Old and New Testament cultures, the understandings of women in biblical theology, and the role of women in the events of biblical history.

3 hours

REL 283 WOMEN IN THE CHRISTIAN TRADITION

A survey of the role of women in the history of Christianity, from the time of the early church to the modern period. Attention will be given to outstanding individuals and significant movements as well as to the social and theological settings out of which they emerged.

3 hours

REL 285 THEOLOGY AND CONTEMPORARY LITERATURE

A study of religions themes in contemporary novels and drama, together with an introduction to film as a contemporary art form. Typical authors examined: Beckett, Camus, Kafka, Salinger, DeVries, Steinbeck, Tennessee Williams, and Updike.

3 hours

REL 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as PHI 286.

3 hours

REL 289 INTRODUCTION TO CHRISTIAN THEOLOGY

An introduction to basic Christian beliefs which explores such topics as the meaning of revelation, the existence and nature of God, Christology, the Christian understanding of personhood, and related topics.

3 hours

REL 297 CONTEMPORARY RELIGIOUS ISSUES

Selected topics in religion.

1 hour

REL 341 SOCIOLOGY OF RELIGION

A study of the characteristics of American religious groups and the social functions and dysfunctions of religious organizations. Also available as SOC 341.

3 hours

REL 342 PSYCHOLOGY OF RELIGION

A study of the results of psychological analysis of religious experiences.

3 hours

REL 343 RELIGION AND LAW

An analysis of the mutual concerns of religion and law in American public life. An examination of the historical development of church-state separation and selected Supreme Court decisions regarding church and state issues.

3 hours

REL 381 CHRISTIAN EDUCATION

The principles and techniques of Christian leadership.

3 hours

REL 382 HISTORY OF CHRISTIANITY

An examination of major figures and movements in the development of Christianity, concentrating on the medieval, Reformation, and modern periods.

3 hours

REL 384 RELIGION IN AMERICA

A brief survey of religious issues in American history from the colonial period to the present, followed by a contemporary analysis of the three major religious bodies in America: Protestantism, Catholicism, and Judaism. A number of fringe sects or cults are examined.

3 hours

REL 497 SEMINAR

Open to seniors who have had a minimum of 12 hours in religion. Topic varies from semester to semester. Required of majors.

3 hours

Philosophy

PHI 201 INTRODUCTION TO PHILOSOPHY

An examination of issues common to human experience, such as the problem of knowledge, theories of values, and the interpretation of science, history, and religion.

3 hours

PHI 205 POLITICAL IDEAS SEMINAR

Selected readings from original sources in the area of political philosophy. Topics covered include democracy, liberalism, conservatism, fascism, Marxism, and liberation ideologies. Emphasis is on developing writing and analytic skills. (Required for politics majors who should take it in their sophomore or junior years.) Prerequisite: ENG 111. Also offered as POL 205.

Spring *3 hours*

PHI 210 CRITICAL THINKING

The purpose of the course is to learn to recognize and evaluate informal arguments found in ordinary language and everyday-life situations. Students will work toward the skill of quick recognition of patterns of thought and direct evaluation of their validity. Belief in the power of rational analysis will be encouraged, so that main points (premises, evidences, and inferences) can be distinguished from minor, irrelevant, or misleading points in various media of communication.

3 hours

PHI 251 ANCIENT GREEK PHILOSOPHY

An intellectual-historical survey of the Greek mind with its major contributions to Western thought. An effort to uncover major milestones in Greek thinking by understanding some of the historical and cultural movements which issued into the great philosophical systems.

3 hours

PHI 252 MODERN PHILOSOPHY

A survey of philosophy in the 19th and 20th centuries, with particular attention to the movements of existentialism and linguistic analysis.

3 hours

PHI 286 PHILOSOPHY OF RELIGION

An examination of the most basic questions which philosophy asks about religion, such as the nature of religious experience, the use of religious language and symbolism, the relation of faith and reason, proofs of the existence of God, the problem of evil, and the meaning of human existence. Also available as REL 286.

3 hours

Students who wish community internships or advanced study or research in religion and philosophy should consult with the department head and arrange for it through the special studies options listed on page 59.

Students may elect courses through the Cooperating Raleigh Colleges.

SOCIOLOGY and SOCIAL WORK

Professor Sumner, ***Head;*** *Professors Bishop and Zingraff, Director of Program in Sociology; Assistant Professors Brown and Glumm; Adjuncts DuBose-Blum, Cotten, Lamb, Martin, Dixon, Price, Arcaro.*

THE DEPARTMENT OFFERS A MAJOR IN SOCIOLOGY and a major in social work with a Bachelor of Arts degree.

The department seeks to encourage within students the development of social consciousness and an understanding of people, both as unique individuals and as members of a particular culture and society. Courses are designed to present a balanced perspective in order to offer a solid foundation for continued study in graduate schools of sociology, social work, and other related fields.

The undergraduate major in social work is accredited by The Council on Social Work Education. Certification for teaching at all levels may be combined with a major in sociology or social work. The department also offers a program leading to certification as a school social worker by the North Carolina Department of Public Instruction. A certificate program in criminal justice studies is also offered in cooperation with the Department of History and Politics.

Field projects, community internships, volunteer experiences, and cooperative education placements are available to students to provide them with the knowledge and experience helpful in planning careers. Students are encouraged to take a career planning seminar to plan their own careers.

— Prerequisites for Sociology Courses:

Either SOC 230, 231, or 260 is required as a prerequisite for all sociology courses unless otherwise specified. Prerequisites may be waived in exceptional cases.

— Requirements for a Major or Minor in Sociology

For a major, a minimum of 27 hours in sociology is required, 15 of which are specified: SOC 230, 374, 375, 489, and 496. At least 12 more credits in sociology must be selected.

For a minor, at least 18 hours in sociology, including SOC 230, must be completed.

— Requirements for a Major in Social Work

Liberal Arts Courses: BIO 101: SOC 230, 376; PSY 100; POL 100 (15 semester hours).

Social Work Courses: SWK 241, 302, 304, 305, 307, 308, 309, 310, 401, 402, 403. (37 semester hours)

Accreditation: The B.A. degree with a major in social work is fully accredited by the Council on Social Work Education and prepares students for beginning professional **generalist** social work practice.

Life & Work Experience: The Program does not give credit for social work required courses for life and work experience.

Enrollment in practice courses and field: Only social work majors may enroll in social work practice courses (SWK 304, SWK 305, SWK 401) and the field placement (SWK 402) and seminar (SWK 403).

Admissions: Students who declare the major in social work must be formally admitted to the social work program before completing more than 12 hours of social work (SWK) courses. See department for admissions criteria and procedures.

The B.A. degree with a major in social work is available during the evenings through Meredith After5.

— *Requirements for a Concentration in Criminal Justice Studies*

Twenty-one hours, including SOC 230, POL 100, SOC 336, and a community internship (either POL 930 or SOC 930) for three credits, open to juniors and seniors. The remaining nine hours must be selected from SOC 337, POL 301, SOC 335, POL 305, and HIS 215.

— *Requirements for a Minor in Women's Studies*

Twenty-one hours, including a community internship, may be selected from the designated catalogue courses (IDS 200, PSY 212, REL 268, REL 283, ART 324, ECO 335, SOC 338, HEC 355, SOC 376) or from approved special studies courses (e.g., HIS/History of Women, ENG/American Women Writers, DAN/Bodies of Knowledge, POL/Gender Politics, FRE, GER, SPA/Women's Literature, SOC/Gender, Race and Labor). The internship and any other special studies or equivalent courses must be selected in consultation with the Director of Sociology.

— *Curriculum*

Sociology

SOC 230 PRINCIPLES OF SOCIOLOGY

A standard introduction to the field of sociology, theories that explain human behavior and social structure, and related results of sociological research.

3 hours

SOC 231 SOCIAL PROBLEMS

An examination of American society which emphasizes the institutional bases of social problems and conflict. Topics include the economy, racism, education, the environment, militarism, crime, health care, and other features of contemporary industrial society. Policies designed to address these problems are reviewed.

3 hours

SOC 260 CULTURAL ANTHROPOLOGY

An introduction to anthropology with special emphasis on comparative study of preliterate cultures and the wide variety of human communities, actions and solutions to the challenges of social existence.

3 hours

SOC 335 AMERICAN ETHNIC RELATIONS

The basic purpose of this course is to analyze the causes and consequences of racial and ethnic inequality in the United States. Building on the sociological concept of a minority group and the order and conflict models of society, the means by which prejudice is perpetuated, and the process of institutional discrimination will be explored.

3 hours

SOC 336 CRIMINOLOGY

The law, the offenders and the victims are examined in this study of crime and its causes. The conventional crimes of violence, property offenses and vice are covered along with corporate, governmental and organized crime. Changing patterns in the incidence of crime are considered.

Alternate years; Fall *3 hours*

SOC 337 CORRECTIONS

A study of the criminal justice system; police, attorneys, courts, judges, jails, prisons, parole. Attention is given to conflicting punishment philosophies and practices. Studies of inmate society are highlighted in this survey of America's attempts to correct the crime problem.

Alternate years; Spring *3 hours*

SOC 338 THE FAMILY

A study of the structure and function of the family as a basic institution of society and an analysis of contemporary marriage and family experience with particular attention to changing dynamics as they influence childrearing and intimate relationships. Examples are drawn from research on diverse families in modern society.

3 hours

SOC 339 URBANIZATION

A study of urbanization and its effect upon human life. An analysis of urban social institutions, urban places, and social adaptation to urban growth. Urban trends and problems are also examined along with various approaches to urban social planning and policy.

Alternate years *3 hours*

SOC 340 AGING AND RETIREMENT

The physical, psychological and sociological dimensions of the aging process are examined. Topics include retirement, poverty and old age, role disengagement, health concerns, death and dying. Attention is given to the status of the elderly as a minority group in the United States.

Alternate years *3 hours*

SOC 341 SOCIOLOGY OF RELIGION

For description, see REL 341

3 hours

SOC 374 SOCIAL RESEARCH PRINCIPLES

This course explores the logic of scientific inquiry. Topics include the relation of research to theory construction and to program evaluation, the nature of causation, the components of research design, and a variety of methods for social tesearch. Guidance in reviewing and evaluating research reports is provided. Also offered as POL 374.

Fall *3 hours*

SOC 375 SOCIAL RESEARCH METHODS AND STATISTICS

Using sociological data, statistical calculations (including descriptive and inferential statistics as well as several measures of correlation) and computerized data analysis are presented and practiced in this course. Guidance in selecting, analyzing and interpreting statistical results is emphasized. Also offered as POL 375.

Spring *3 hours*

SOC 376 OPPRESSED GROUPS AND SOCIAL JUSTICE

This course introduces students to the dynamics and consequences of oppression. The first half of the course will focus on institutionalized forms of oppression and the experience and responses of people who are subjected to it as well as those who benefit from it. Specific attention will be given to those oppressed by race, ethnicity, class, gender, sexual orientation, and/or disablement. The second half of the course will look at strategies for social justice and movements for social change.

Spring *3 hours*

SOC 431 SOCIAL STRATIFICATION

Explanations for social inequality are considered along with current research on class, status, and power. Both national and international patterns of wealth and poverty are inspected to explain Òwho gets what and why.Ó Inequalities of households and of nations of socially structured groups receive specific treatment.

Alternate years *3 hours*

SOC 489 SOCIAL THEORY

From the origins of sociological thinking to the current controversies regarding social action and social structure, explanations developed by sociologists to describe and to demystify society are studied and applied. Ideas advanced by Durkheim, Marx and Weber are followed by extensions and alternatives up to and including the Frankfurt School and Post Modernism.

Fall *3 hours*

SOC 496 SEMINAR IN SOCIOLOGICAL ANALYSIS

Application of social science principles, theoretical models, research methodologies, and techniques of analysis provide a thorough experience in sociological inquiry, culminating in a major project for presentation to seminar members and invited guests. Prerequisites, SOC 374 & 375.

Fall and Spring *3 hours*

Social Work

SWK 241 INTRODUCTION TO SOCIAL WORK AND SOCIAL WELFARE

An overview of the profession of social work and the American Social Welfare Institution. The course examines the history of the American social welfare system, its European origins, and the contemporary structure of services as well as the history, mission, and philosophy of the social work profession. Students test out their interest in social work practice through the completion of 30 hours of volunteer work in a social welfare agency.

Fall, Spring, and Summer *3 hours*

SWK 302 SOCIAL POLICY ANALYSIS

An examination of the value choices made by society in the development of policies for the amelioration of social problems. Includes the application of an analytical framework to selected social policies. Requires a group project involving the analysis of a major social policy. Prerequisite, SWK 241, POL 100.

Spring and Summer *3 hours*

SWK 304 GENERALIST PRACTICE WITH INDIVIDUALS

An introduction to the generalist model of social work practice with an emphasis on achieving planned change by working with individuals, families, and small groups. The development of professional communication skills is also emphasized. **Open to social work majors only.** (Prerequisite, SWK 241; prerequisite or corequisite, SWK 307 or SWK 308.)

Fall and Spring *3 hours*

SWK 305 GENERALIST PRACTICE WITH FAMILIES & GROUPS

The generalist model of social work practice provides a framework within which students acquire a working understanding of the structure and function of family systems and small groups and develop and test out stills in applying generalist interventive techniques to practice with families and groups. Consideration is given to adaptation of techniques to facilitate work with minority and ethnic families and groups. **Open to social work majors only.** (Prerequisite, SWK 241, SWK 304; prerequisite or corequisite, SWK 307 and SWK 308.)

Fall and Spring *3 hours*

SWK 307 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: INFANCY THROUGH CHILDHOOD

Use of the systems framework for selecting and

using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of infancy and childhood are covered. Prerequisites: SOC 230, PSY 100, BIO 101 prerequisite or corequisite, SWK 241.
Fall and Summer, odd years 3 *hours*

SWK 308 HUMAN BEHAVIOR FOR SOCIAL WORK PRACTICE: ADOLESCENCE THROUGH AGING

Use of the systems framework for selecting and using knowledge relevant for social work assessment and practice. Emphasis on understanding individual life span development as influenced by culture, organizations, communities, families, and the diversities of a pluralistic society. Life cycle stages of adolescence, adulthood, and aging are covered. Prerequisites: PSY 100, BIO 101, SOC 230; SWK 241, prerequisite or corequisite.
Spring and Summer, odd years 3 *hours*

SWK 309 RESEARCH PRINCIPLES AND STATISTICS FOR SOCIAL WORK

An examination of principles of scientific inquiry with an emphasis on application to social work practice and program evaluation. The course also examines principles of research methodology relevant for evaluation. Basic principles of descriptive, inferential, and correlation statistics are introduced and students practice application of evaluative research principles and statistics with appropriate computer software.
Fall 3 *hours*

SWK 310 EVALUATION OF SOCIAL WORK PRACTICE

Students design an evaluation of practice project and implement it in a social work practice setting. Students register for the course the semester prior to the social work field placement and complete the project in a social agency during the field placement. Prerequisite, SWK 309.
Fall and Spring 1 *hour*

SWK 401 GENERALIST PRACTICE WITH ORGANIZATIONS, COMMUNITIES AND SOCIAL POLICY

The generalist model of social work practice is implemented in the context of organizations, and society. Students engage in a social policy project designed to develop knowledge and skills relevant for practitioners. **Open to social work majors only.** Prerequisites, SWK 241, 307 or 308, 304.
Spring 3 *hours*

SWK 402–A SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a qualified social agency. **Open to social work majors only.** Prerequisite, SWK 241, 302, 307, 308, 304, 305, 309, 310, prerequisite or corequisite; SWK 401. **Also requires approval of Director of Field Education.** Pass/fail grading only. Fee: $75.
Fall, Spring, and Summer 10 *hours*

SWK 402–B SOCIAL WORK FIELD EXPERIENCE

A minimum of 400 hours of beginning level social work practice experience under the supervision of a professional social worker in a public school setting. **Open to social work majors only.** Prerequisite, SWK 241, 302, 307, 308, 304, 305, 309, 310, 405B, prerequisite or corequisite; SWK 401. **Also requires approval of Director of Field Education.** Pass/fail grading only. Fee: $205.
Fall and Spring 10 *hours*

SWK 403 FIELD INSTRUCTION SEMINAR

Students meet weekly for an integrative seminar which assists in conceptualizing social work theory and ethics as they relate to social work practice. Written assignments are required to demonstrate integration of knowledge and practice. **Open to social work majors only.** Corequisite: SWK 402. **Also requires approval of Director of Field Education.** Pass/fail grading only.
Fall, Spring, and Summer 2 *hours*

SWK 405 SELECTED TOPICS IN SOCIAL WORK

The study of topics relevant to social work practice as determined by students' needs and demands. Possible topics to be offered are: social work in education, social work in criminal justice, social work and the law, social work in private industry, child welfare, and long term care of the aged.

SWK 405–A CHILD WELFARE

A study of children in contemporary society with an emphasis on preparing professionals who serve children to relate to them with enlightened sensitivity to their problems and potential. Topics covered include adoptions, child abuse, child neglect, permanency planning, foster care, policies and programs to serve children's needs, children in poverty, and children in single parent families.
Fall and Spring 3 *hours*

SWK 405–B SCHOOL SOCIAL WORK

A review of social work roles in public schools with an emphasis on the professional team. Examines program approaches to delivering social services to children in public schools. An in-depth study of social work interventions for problems such as substance abuse, teen-age pregnancy, teen-age parenting, school phobia, and others. Required for certification in school social work.
3 *hours*

Students who wish community internships or advanced study or research in sociology or social work should consult with the department head or an appropriate faculty member to arrange for a special studies option.

Students may elect courses through the Cooperating Raleigh Colleges.

COLLEGE DIRECTORY

THE CORPORATION, 1996

— *Officers*

JOHN E. WEEMS
President
C. ALLEN BURRIS
Vice President and Dean of the College
CHARLES E. TAYLOR, JR.
Vice President for Business and Finance
(also serves as treasurer)
LaROSE F. SPOONER
Vice President for Administrative Affairs
(also serves as secretary)
MURPHY M. OSBORNE
Vice President for Institutional Advancement
(also serves as assistant secretary)
JEAN JACKSON
Vice President for Student Development
G. EUGENE BOYCE
General Counsel

BOARD OF TRUSTEES

— *Officers*

NORMAN KELLUM
Chair
THEO PITT
Vice Chair
WAYNE EIDSON
Vice Chair, Buildings and Grounds
RON WITHROW
Vice Chair, Development
GEORGE GRIFFIN
Vice Chair, Finance
HELEN HARRIS
Vice Chair, Instructional Programs
CHARLES BARHAM
Vice Chair, Personnel Matters
BARBARA ALLEN
Vice Chair, Student Development

— *Executive Committee*

NORMAN KELLUM
Chair
THEO PITT
Vice Chair
BARBARA ALLEN
JO ELLEN AMMONS
ALLEN BAILEY
CHARLES BARHAM
LUTHER BREWER
GEORGE GRIFFIN
WAYNE EIDSON
BOBBY HARRELSON
HELEN HARRIS
EVERETT HENRY
WILLIAM LAWRENCE
CRYSTAL LEATHERS
HUBERT LEDFORD
COLLICE MOORE
MARGARET PARKER
DAVID PARNELL
LEON SMITH
FRED WILLIAMS
RON WITHROW

— *Term Expiration 1996*

ALLEN BAILEY
Charlotte
CHARLES BARHAM
Raleigh
CATHY BUTLER
Asheville
WAYNE EIDSON
Raleigh
BOBBY HARRELSON
Wrightsville Beach
CRYSTAL LEATHERS
Rockingham
DAVID PARNELL
Parkton
SYBIL POPE
Angier
FRED WILLIAMS
Greensboro

— Term Expiration 1997

BARBARA ALLEN
Raleigh
LUTHER BREWER
Cary
HELEN HARRIS
Raleigh
EVERETT HENRY
Lumberton
NORMAN KELLUM
New Bern
WILLIAM LAWRENCE
Sanford
COLLICE MOORE
Greenville
THEO PITT
Rocky Mount
MARY JON ROACH
Wendell

— Term Expiration 1998

JO ELLEN AMMONS
Raleigh
JERRY HARPER
Jamestown
CHARLES PACE
New Bern
MARGARET PARKER
Winston-Salem
GAYLE POWELL
Whiteville
LEON SMITH
Gastonia
EARL SPANGLER
Shelby
GARY TRAWICK
Burgaw
RONALD WITHROW
Charlotte

— Term Expiration 1998

FAYE BROYHILL
Lenoir
GEORGE GRIFFIN
Havelock
ALEX HOLMES
Raleigh
HUBERT LEDFORD
Raleigh
ROBERT LEWIS
Raleigh
ROBERT OUTLAND
Rich Square
JUDITH POWELL
Rocky Mount
FRED STONE
Raleigh
GLENN WHITE
Rockingham

BOARD OF ASSOCIATES

— Officers

PAMELA MITCHELL RILEY
President
Raleigh
STEPHEN K. ZAYTOUN
Vice President
Raleigh
F. DIANE BACON
Winston-Salem
HELEN HALL BOSSE
Raleigh
ROBERT N. BROOKS
Raleigh
LUANNE ROEBUCK BROWN
Raleigh
MADISON E. BULLARD, JR.
Raleigh
ROBIN HOWELL BURT
Huntersville
ELAINE BUXTON
Cary
SANDRA SAIN BYRD
Raleigh
SUSAN BURT CHERRY
Raleigh
JACK CLAYTON
Raleigh
KELLY KNOTT COBB
Cary
BETSY LANE COCHRANE
Advance
HERB COX
Gastonia
KARIN CRAM
Raleigh
JOHN DANIEL
Sanford
WILLIAM G. DAUGHTRIDGE, JR.
Rocky Mount

KENNETH D. DICKINSON
Raleigh
BOYD KING DIMMOCK
Raleigh
HARRY L. EBERLY
Raleigh
SAM EWELL
Enfield
JONI FAY WATTS FETTERMAN
Clinton
JANE CATE FOWLER
Zebulon
PATTI FRALIX
Raleigh
BARBARA LYONS GOODMAN
Raleigh
DOROTHY LOFTIN GOODWIN
Apex
ROBERT L. GUTHRIE
Raleigh
GLENN HARDER
Raleigh
TERESA POSTON HARRISON
Raleigh
LESLIE LANDIS HAYES
Chapel Hill
H. PARKS HELMS
Charlotte
MICHAEL V. HENDLEY
Sanford
GROVER E. HOWELL
Weldon
KAY MARTIN HUGGINS
Raleigh
MARIE DUNN INSCORE
Rocky Mount
ELAINE M. JONES
Raleigh
RAYMOND S. KESTLER
Raleigh
EUGENE M. LANGLEY, JR.
Raleigh
WILLIAM G. LAWRENCE
Sanford
DAWN POWELL LOWDER
Raleigh
KENNETH LUCAS
Raleigh
MABEL CLAIRE HOGGARD MADDREY
Raleigh
RICHARD G. McCARTY
Raleigh
CAROLYN OSBORNE
Raleigh
CAROLINE TOCCOA POWELL
Charlotte
INA MAE BYRD POWELL
Fuquay-Varina
J. FOREST PULLEY
Raleigh
MICHELLE RICH
Raleigh
PAMELA MITCHELL RILEY
Raleigh
FRANK E. ROBERTS
Charlotte
VIRGINIA LANCASTER ROBERTSON
Rocky Mount
JOYCE McINTYRE RUDISILL
Charlotte
RONALD V. SHARPE
Raleigh
JACK STANCIL
Raleigh
JIM TAYLOR
Raleigh
BRENT WELLS
Cary
STEPHEN K. ZAYTOUN
Raleigh

— *Advisory Council*

DAVE BENEVIDES
RTP
HOPE HOLDING CONNELL
Raleigh
FRANK DANIELS, III
Raleigh
DAN DAVIES
Raleigh
GAYLE W. DORMAN
Winston-Salem
HOWARD EDWARDS
Raleigh
MARILYN FOOT-HUDSON
RTP
J. RICHARD FUTRELL, JR.
Rocky Mount
WENSELL GRABAREK
Durham
DAVE HEINL
Raleigh
J. DAVID HILL
Raleigh
KARL HUDSON III
Raleigh

PHILLIP J. KIRK, JR.
Raleigh
R. DAVID LANE
Raleigh
CAROLYN SPERRY LEITH
Raleigh
BOB LUDDY
Youngsville
THOMAS H. McGUIRE, JR.
Raleigh
CHUCK OLSON
Raleigh
WALTYE RASULULA
Raleigh
JAMES A. RISHER
Raleigh
RICHARD URQUHART, III
Raleigh
C. ED VICK, JR.
Raleigh
ROBERT WHITE
Raleigh
STEVE ZELNAK
Raleigh

ALUMNAE ASSOCIATION

— *Officers 1995-96*

(Date following name indicates year of graduation)

CAROLINE TOCCOA POWELL, 1987
President
Charlotte
ELIZABETH TRIPLETT BEAM, 1972
President Elect
Raleigh
MONA HORTON DEAN, 1958
Secretary
Clayton
CINDY GRIFFITH McENERY, 1970
Past President
Raleigh
KIMBERLY MARIE COZART, 1983, MME 1989
Vice President for Programs
Wake Forest
MICHELLE RICH, 1973
Vice President for Gifts
Raleigh
JEANNE COLEMAN von LEHMDEN, 1987, MBA 1992
Vice President for Outreach
Greenville

— *Directors-at-Large*

MARCIA DARK CORETH, 1973
Richmond, Va.
ANNE CLARK DAHLE, 1954
Raleigh
MARTHA RIVERS DICKSON, 1964
Cary
MARY WOODLEY DICUS, 1974
Raleigh
SANDRA WEATHERMAN FELTON, 1983
Rocky Mount
NANCY SCOTT FULLER, 1961
Greensboro
BARBARA LYONS GOODMON, 1994
Raleigh
DEL HUNT JOHNSON, MBA 1991
Raleigh
LYNN VAUGHAN LEIDHEISER, 1983
Greer, S.C.
GAYLE WELLS POWELL, 1948
Whiteville
SUZANNE REYNOLDS, 1971
Winston-Salem
MARY TURNER WANNAMAKER, 1970
Charlotte

— *Trustee Representative*

GAYLE WELLS POWELL, 1948
Whiteville

FACULTY, 1995-96

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

ALAN I. AMMANN, D.B.A. (1990)
Associate Professor of Business
B.S., M.B.A., D.B.A., Mississippi State University.

FRANK ARMSTRONG
Assistant Professor of Art

LYN G. AUBRECHT, Ph.D. (1974)
Professor of Psychology
A.A., Thornton Jr. College; B.S., M.S. Illinois State University; Ph.D., Ohio State University.

REBECCA BAILEY, Ph.D. (1984)
Associate Professor of Art
B.F.A., A.M., Stephen F. Austin State University; Ph.D., Michigan State University.

RUTH BALLA, M.S. (1987)
Manager of User Support, Office of Technology Services
B.S., Wilkes College; M.S., North Carolina State University.

MAUREEN BANKER, M.A. (1984)
Assistant Professor of Art
A.B., Meredith College; M.A., Graduate School of Fine Arts, Villa Schifanoia, Florence, Italy.

VERGEAN R. BIRKIN, A.M. (1963)
Assistant Professor of Geography
A.B., A.M., University of Colorado; graduate study, University of North Carolina at Chapel Hill.

CYNTHIA BISHOP, Ph.D. (1977)
Professor of Social Work
A.B., M.S.W., University of North Carolina at Chapel Hill; Ph.D., University of North Carolina at Greensboro.

M. TONY BLEDSOE, Ed.D. (1981)
Associate Professor of Business
B.S., Atlantic Christian College; A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

MARTHA L. BOUKNIGHT, Ph.D. (1966)
Professor of Mathematics
A.B., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill; Ph.D., North Carolina State University.

CYNTHIA BROSS, Ph.D. (1981)
Professor of Health and Physical Education
B.S., M.S., Fort Hays State University; Ph.D., Texas Woman's University.

CAROL BROWN, M.S. (1984)
Assistant Professor of Physical Education
B.S., Colorado State University; M.S., Smith College.

LORI ANN BROWN, Ph.D. (1992)
Assistant Professor of Sociology
B.A., University of Louisville; M.A., Temple University; Ph.D., Indiana University.

MARTHA BURPITT, Ph.D. (1991)
Associate Professor of Human Environmental Sciences
B.F.A., M.F.A., Ph.D., University of Georgia.

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College
Professor of History and Politics
A.A., Wingate College; B.S., Wake Forest University; B.D., Southeastern Baptist Theological Seminary; A.M., Ph.D., Duke University.

MELINDA CAMPBELL, M.S. (1992)
Instructor of Physical Education
B.S., Gardner-Webb College; M.S., Indiana University.

SHARON M. CANNON, M.Ed. (1995)
Dean of Students
A.B., Washington University; M.Ed., University of Florida.

MARIE CHAMBLEE, Ph.D. (1977)
Professor of Health and Physical Education
B.S., East Carolina University; M.A.T., Ph.D., University of North Carolina at Chapel Hill.

V. GLENN CHAPPELL, Ph.D. (1991)
Associate Professor of Business
B.S., North Carolina State University; Ph.D., University of Tennessee.

KATHRYN CLARK, Ph.D. (1992)
Assistant Professor of Human Environmental Sciences
B.S., M.S., Ph.D., UNC-Greensboro.

GWENDOLYN CLAY, Ph.D. (1985)
Professor of Education
B.S., North Carolina State University; A.M., University of North Carolina at Greensboro; Ph.D., North Carolina State University.

JAMES L. CLYBURN, M.S. (1958)
Professor of Music
A.B., Elon College; M.S., Juilliard School of Music.

BERNARD H. COCHRAN, Ph.D. (1960)
Professor of Religion
A.B., Stetson University; B.D., Th.M. Southeastern Baptist Theological Seminary; Ph.D., Duke University; postdoctoral research, Yale University.

ROBIN COLBY, Ph.D. (1988)
Assistant Professor of English
A.B., Meredith College; A.M. North Carolina State University; Ph.D., Duke University.

ALYSON W. COLWELL-WABER, M.F.A. (1984)
Associate Professor of Dance
B.S., Pennsylvania State University; M.F.A., Arizona State University.

JACQUES COMEAUX, Ph.D. (1983)
Associate Professor of Foreign Languages
A.B., Southwestern University; A.M., University of Iowa; A.M., University of Salamanca; Ph.D. Florida State University.

JOHN W. CREAGH, Ph.D. (1984)
Associate Professor of Speech
A.B., A.M., University of North Carolina at Chapel Hill; Ph.D. Louisiana State University.

JAMES C. CREW, Ph.D. (1990)
Associate Professor of Business
B.S., M.Econ., Ph.D., North Carolina State University.

CHARLES A. DAVIS, Ph.D. (1967)
Professor of Mathematics
B.S., M.A.M., Ph.D., North Carolina State University.

MARY KEMP DAVIS, Ph.D. (1995)
Associate Professor of English
A.B., Florida A&M University; A.M., Atlanta University; Ph.D., University of North Carolina at Chapel Hill.

CYNTHIA EDWARDS, Ph.D. (1991)
Assistant Professor of Psychology
A.B., Wake Forest University; A.M., Ph.D., University of North Carolina at Chapel Hill.

DIANE R. ELLIS, Ph.D. (1982)
Associate Professor of Human Environmental Sciences
A.B., A.M., Sam Houston State University; Ph.D., Florida State University.

SARAH ENGLISH, Ph.D. (1979)
Professor of English
A.B., Duke University; Ph.D., University of North Carolina at Chapel Hill.

DOREEN FAIRBANK, Ed.D. (1991)
Assistant Professor of Psychology
A.B., M.A., Rutgers University; Ed.D., University of Alabama.

LINDA FITZ-SIMONS, M.S. (1988)
Assistant Professor of Art
A.B., Meredith College; M.S., University of North Carolina at Greensboro.

JAMES C.B. FOGLE, Ph.D. (1977)
Professor of Music
A.B., Elon College; A.M., Ph.D., University of North Carolina at Chapel Hill.

CLYDE C. FRAZIER, Ph.D. (1982)
Associate Professor of Politics
A.B., Rice University; Ph.D., University of North Carolina at Chapel Hill.

JANET L. FREEMAN, M.L.S. (1984)
College Librarian
A.B., University of North Carolina at Greensboro; M.L.S., George Peabody College.

MARGARET FUGATE, A.M. (1994)
Instructor of Foreign Languages
A.B., Radford College, A.M., University of North Carolina at Chapel Hill.

ROSALIE P. GATES, Ph.D. (1965)
Associate Professor of History
A.B., A.M., Ph.D., Duke University; post-doctoral research, Delhi University, India.

SUSAN GILBERT, Ph.D. (1966) (1976)
Professor of English
A.B., Duke University; A.M., University of Virginia; Ph.D., University of North Carolina at Chapel Hill.

JANE GLEASON, Ph.D. (1994)
Assistant Professor of Education
B.S., M.Ed., East Carolina University; Ph.D., University of North Carolina at Chapel Hill.

KAREN GLUMM, Ph.D. (1994)
Assistant Professor of Sociology
A.B., A.M., Eastern Illinois University; Ph.D. University of Texas.

ELLEN B. GOODE, Ed.D. (1976)
Professor of Human Environmental Sciences
B.S., Virginia Polytechnic Institute; M.S.H.E., University of North Carolina at Greensboro; Ed.D., North Carolina State University.

ELOISE GRATHWOHL, Ph.D. (1990)
Assistant Professor of English
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

LARRY L. GRIMES, Ph.D. (1981)
Professor of Biology
B.S., M.S., Ph.D., North Carolina State University.

FRANK L. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Lynchburg College; A.M., Ph.D., University of Virginia; post-doctoral research, University of North Carolina at Chapel Hill.

JOSEPHINE GUGLIELMI, Ph.D. (1987)
Assistant Professor of Mathematics
A.B., Duke University; M.S., Ph.D., North Carolina State University.

SANDRA HANNER, M.B.A. (1987)
Instructor of Business
B.S., University of North Carolina at Chapel Hill; M.B.A., Meredith College.

CAROLYN HAPPER, Ph.D. (1986)
Assistant Professor of History
A.B., Ph.D., Duke University; A.M., University of North Carolina at Chapel Hill.

CARL HATCHELL, M.A.T. (1988)
Assistant Professor of Physical Education
B.S., Mars Hill College; M.A.T., University of North Carolina at Chapel Hill.

BO JIN HATFIELD, Ph.D. (1995)
Assistant Professor of Computer Science
B.S. Southwestern Jiantong University, China; M.S., Ph.D., Pennsylvania State University.

LEE HEATHCOAT, M.Ed. (1989)
Assistant Professor of Education
B.S., Southwestern State University; M.Ed., N.C. State University.

DAVID HEINING-BOYNTON, Ph.D. (1989)
Professor of Psychology
A.B., University of South Florida; A.M., Ph.D., Ohio State University.

ROSEMARY T. HORNAK, Ph.D. (1977)
Professor of Psychology
A.B., Wheeling College; A.M., Ph.D., Ohio State University.

R. JOHN HUBER, Ph.D. (1974)
Professor of Psychology
A.B., Kent State University; M.A., University of Vermont; Ph.D., University of New Hampshire.

JEAN JACKSON, Ph.D. (1983)
Vice President for Student Development
Professor of English
A.B., Meredith College; A.M., Ph.D. University of Illinois.

JAMES R. JOHNSON III, Ph.D. (1979)
Professor of Business
A.B., Elmhurst College; Ph.D., Duke University.

MARY S. JOHNSON, Ed.D. (1980)
Dean of the John E. Weems Graduate School
and Continuing Education
Professor of Education
A.B., A.M., Western Carolina University; Ed.D., Duke University.

SUE E. KEARNEY, A.M. (1966)
Director of Admissions
A.B., Meredith College; A.M., Wake Forest University.

JOHN W. KINCHELOE, III, A.M. (1985)
Media Specialist
A.B., University of Richmond; A.M., University of Virginia.

CHERYL KIRK-DUGGAN, Ph. D. (1993)
Assistant Professor of Religion
A.B., University of Southwestern Louisiana; M.M., University of Texas; M. Div., Austin Presbyterian Theological Seminary; Ph.D., Baylor University.

VIRGINIA KNIGHT, Ph.D. (1987)
Professor of Mathematics
A.B., DePauw University; A.M., Ph.D., University of Oregon.

VIVIAN KRAINES, Ph.D. (Spring 1979)
Professor of Mathematics
A.B., Ph.D., University of California.

JEROD KRATZER, Ph.D. (1986)
Associate Professor of Education
B.S., St. Joseph's University; A.M., University of Delaware; Ed.D., North Carolina State University.

CHARLES P. LEWIS III, Ph.D. (1980)
Associate Professor of Chemistry
B.S., Wake Forest University; Ph.D., University of North Carolina at Chapel Hill; post-doctoral study, Johns Hopkins University.

ROSE J. LIPPARD, M.B.A., J.D. (1989)
Assistant Professor of Business
A.B., Meredith College; M.B.A., American University; J.D., George Washington University.

W. DAVID LYNCH, D.M.A. (1969)
Professor of Music
Mus.B., Oberlin College; Mus.M., D.M.A., Performer's certificate, Eastman School of Music of the University of Rochester; Akademie "Mozarteum," Salzburg, Austria; Andre Marchal, Paris; Isolde Ahlgrimm, Arthur Poister, Robert Noehren.

NAN MILLER, A.M. (1986)
Assistant Professor of English
A.B., Wake Forest University; A.M., North Carolina State University.

CARRIE NICHOLS, M.L.S. (1994)
Catalog Librarian
A.B., M.L.S., North Carolina Central University.

MICHAEL NOVAK, Ph.D. (1987)
Associate Professor of History
A.B., Denison University; A.M., Ph.D., Harvard University.

REBECCA J. OATSVALL, Ph.D. (1984)
Irving H. Wainwright Professor of Business
B.S., M.Acc., Ph.D., University of South Carolina.

JULIA M. O'BRIEN, Ph.D. (1989)
Associate Professor of Religion
A.B., Wake Forest University; M.Div., Ph.D., Duke University.

MURPHY OSBORNE, Ed.D. (1988)
Vice President for Institutional Advancement
B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Ed.D., University of Tennessee.

ALLEN F. PAGE, Ph.D. (1973)
Dean of Undergraduate Instruction and Registrar
Professor of Religion
A.A., Mars Hill College; A.B., Wake Forest University; graduate study, Southeastern Baptist Theological Seminary; M.Div., Union Theological Seminary; Ph.D., Duke University.

FRANCES McCACHERN PAGE, Ed.D. (1980)
Professor of Music
A.B., Limestone College; Mus.M., Ed.D., University of North Carolina at Greensboro.

DAVID PARKER (1993)
Associate Professor of Art
A.A., Campbell University; A.B., M.F.A. East Carolina University.

WETONAH PARKER, Ed.D. (1993)
Assistant Professor of Education
B.S., Ball State University; M.Ed., North Carolina Central University; Ed.D., North Carolina State University.

SUZANNE PENCE, D.M.A. (1994)
Assistant Professor of Music
B.M.E., Milliken University; M.M.E., Wichita State University; D.M.A., University of Missouri at Kansas City.

BRENT A. PITTS, Ph.D. (1981)
Professor of Foreign Languages
A.B., A.M., Ph.D., Indiana University; postdoctoral study, Princeton University, Ecole Superieure de Commerce de Lyon.

WALDA POWELL, Ph.D. (1995)
Assistant Professor of Chemistry
B.S., M.S., and Ph.D., North Carolina State University.

DOROTHY K. PRESTON, Ph.D. (1961)
Professor of Mathematics
A.B., Meredith College; A.M., Columbia University; M.A.M., North Carolina State University; Ph.D., North Carolina State University.

ROBERT K. REID, Ph.D. (1979)
Professor of Biology
B.S., Dickinson College; A.M., Oberlin College; Ph.D., North Carolina State University.

LOUISE REISS, Ph.D. (1982)
Associate Professor of Foreign Languages
A.B., Pennsylvania State University; Ph.D., University of North Carolina at Chapel Hill.

MARTINE REY, Ph.D. (1991)
Assistant Professor of Foreign Languages
M.A., University of Tubingen, Germany; M.A., Northern Arizona University; Ph.D., University of North Carolina at Chapel Hill.

JEAN RICK, M.S. (1994)
Reference Librarian
A.B., Wittenberg University; M.A., West Texas A&M University; M.S., University of North Carolina at Chapel Hill.

CAROLEIGH ROBINSON, M.F.A. (1987)
Assistant Professor of Art
B.F.A., Maryland Institute College of Art; M.F.A., University of North Carolina at Chapel Hill.

CATHERINE B. RODGERS, M.F.A. (1988)
Assistant Professor of Speech and Theatre
A.B., Meredith College; A.M., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

WILLIAM RODGERS, M.F.A. (1994)
Instructor of Theatre
A.B., Wake Forest University; M.F.A., University of North Carolina at Greensboro.

SHERRY SHAPIRO, Ed.D. (1989)
Assistant Professor of Dance
A.B., A.M., Appalachian State University; Ed.D., University of North Carolina at Greensboro.

REGINALD B. SHIFLETT, Ph.D. (1978)
Professor of Chemistry
B.S., Ph.D., University of Virginia.

NONA J. SHORT, A.M. (1966)
Associate Professor of Photography and Foreign Languages
A.B., University of Mississippi; A.M., University of Wisconsin; graduate study, University of Munich, University of North Carolina at Chapel Hill.

BERNICE T. SHUEY, M.B.A., C.P.A. (1982)
Assistant Professor of Business
B.S., Southwest Missouri State University; M.B.A., University of Dayton.

DEBORAH K. SMITH, Ph.D. (1985)
Associate Professor of Biology
B.A., Vanderbilt University; Ph.D., University of Virginia.

CHERYL SOUTHWORTH, Ph.D. (1990)
Assistant Professor of Education
A.B., SUNY-Genesco; A.M., New School for Social Research; Ph.D., University of North Carolina at Chapel Hill.

THERESA SPENCER, Ph.D. (1987)
Associate Professor of Business
A.B., M.Econ., Ph.D., North Carolina State University.

LaROSE F. SPOONER, Ed.D. (1967)
Vice President for Administrative Affairs and Executive Assistant to the President
A.B., Tift College; M.A.T., Duke University; Ed.D., North Carolina State University.

SUSAN SQUIRES, M.S.L.S. (1988)
Reference Librarian
A.B., M.S., Radford College; M.S.L.S., University of North Carolina at Chapel Hill.

EUGENE M. SUMNER, D.S.W. (1973)
Professor of Social Work
A.A., Mount Olive Junior College; A.B., Atlantic Christian College; M.Div., Southeastern Baptist Theological Seminary; M.S.W., University of North Carolina at Chapel Hill; D.S.W., University of Utah.

JANICE C. SWAB, Ph.D. (1992)
Associate Professor of Biology
B.S. Appalachian State University; M.S., Ph.D., University of South Carolina.

BETTINA G. TAYLOR, Ph.D. (1989)
Associate Professor of Human Environmental Sciences
Prediploma, Justus Liebig Universitaet, Federal Republic of Germany; M.S., Ph.D., Kansas State University.

CHARLES TAYLOR, Jr., M.B.A. (1983)
Vice President for Business and Finance
B.S., M.B.A., East Carolina University.

LOUISE TAYLOR, Ph.D. (1978)
Professor of English
A.B., Swarthmore College; M.A.T., Duke University; A.M., Ph.D., Florida State University.

MARY L. THOMAS, Ph.D. (1982)
Professor of Foreign Languages
A.B., Ohio University; A.M., Ph.D., University of Michigan; postdoctoral study, University of North Carolina at Chapel Hill.

DEBORAH TIPPETT, Ph.D. (1987)
Associate Professor of Human Environmental Sciences
B.S., M.S., Ph.D., University of North Carolina at Greensboro.

BARBARA TRUE-WEBER, Ph.D. (1988)
Assistant Professor of Politics
A.B. and B.S.E., Kansas State Teachers College; A.M., University of Missouri; Ph.D., University of North Carolina at Chapel Hill.

ANTHONY J. VAGLIO, JR., Ph.D. (1977)
Professor of Music
A.B., Adelphi University; Mus.M., Butler University; Ph.D., Eastman School of Music of the University of Rochester.

ROBERT L. VANCE, Ph.D. (1981)
Associate Professor of Religion and Philosophy
A.B., Davidson College; M.Div., Southeastern Baptist Theological Seminary; Ph.D., Emory University.

DOUGLAS J. WAKEMAN, Ph.D. (1984)
Associate Professor of Business
A.B., Ph.D., University of North Carolina at Chapel Hill.

EDWARD M. WALLER, M.S. (1986)
Technical Services Librarian
A.B., Wake Forest University; A.M., Duke University; M.S., University of North Carolina at Chapel Hill.

W. GARRETT WALTON, JR., Ph.D. (1983)
Professor of English
A.B., A.M., Ph.D., University of Virginia.

BETTY WEBB, Ph.D. (1971) (1974)
Mary Lynch Johnson Professor of English
A.B., Meredith College; A.M., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill.

JOHN E. WEEMS, Ed.D. (1972)
President
B.S., A.M., Ed.D., George Peabody College.

ELIZABETH A. WEIR, Ed.D. (1988)
Associate Professor of Education
B.Ed., Massey University, Palmerston North, New Zealand; M.Ed., Ed.D., North Carolina State University.

SUSAN B. WESSELS, M.B.A., C.P.A.(1978)
Assistant Professor of Business and Economics
A.B., Grove City College; M.B.A., DePaul University.

ELLEN WILLIAMS, D.M. (1992)
Associate Professor of Voice
A.B., Meredith College; M.M., New England Conservatory; D.M., Florida State University.

PAUL WINTERHOFF, Ph.D. (1995)
Assistant Professor of Human Environmental Sciences
B.A., Duke University; M.S., Ph.D., University of North Carolina at Greensboro.

BURGUNDE WINZ, Ph.D. (1978)
Professor of Foreign Languages
A.B., A.M., ADI-Germersheim, West Germany; Ph.D., University of North Carolina at Chapel Hill.

ELIZABETH D. WOLFINGER, Ph.D. (1992)
Assistant Professor of Biology
B.S., Liberty University; Ph.D., North Carolina State University.

RHONDA M. ZINGRAFF, Ph.D. (1979)
Professor of Sociology
B.S., Virginia Commonwealth University; A.M., Ph.D., Bowling Green State University.

ADJUNCT FACULTY, 1995-96

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

BETTY ADCOCK (1983)
Writer-in-Residence

SUZANNE ANDRON, M.L.A. (1988)
Human Environmental Sciences
B.S., Pratt Institute; M.L.A., North Carolina State University.

THOMAS ARCARO, Ph.D. (1995)
Sociology and Social Work

WILINDA ATCHLEY, Mus.B. (1987)
Music
Mus.B. Eastern New Mexico University; Graduate study, University of Kansas, University of Wisconsin.

TUCK ATKINSON, Jr., M.B.A. (1996)
Computer Science
B.S., Southern Illinois University at Carbondale; B.S., National University, San Diego; M.B.A., Elon College.

VICKI ATKINSON (1995)
Music, Speech, Theatre

SUE BALLARD
Human Environmental Sciences

DEBRAH BARISH, M.Ag. (1990)
Human Environmental Sciences
B.S., M.Ag. University of Florida.

KAREL BASE, Ph.D. (1994)
Chemistry
M.Sc., Institute of Chemical Technology in Czechoslovakia; Ph.D. Czechoslovak Academy of Sciences.

DAVID BEADLE (1995)
Physical Education
B.A., Manhattanville College; M.F.A. , Ohio State University.

RICHARD BEATTY, M.F.A. (1989)
Art
B.S., East Carolina University; M.Ed., University of North Carolina at Greensboro.

RICHARD H. BEHRMAN, M.B.A. (1980)
Business
B.B.A., Iona College; M.B.A., New York University.

KATHY T. BEST, M.S. (1996)
Business
B.S., Meredith College; M.S., North Carolina State University.

LISA BLACKLEDGE, M.M. (1990)
Music
Mus.B., University of Wisconsin at Madison; Mus.M., University of North Carolina at Chapel Hill.

MARY STIVERS BRAINARD, M.S. (1986)
Human Environmental Sciences
B.S., Iowa State University; M.S., Purdue University.

CHRISTIE S. BREWER, M.A. (1994)
Speech Communication
A.B., B.S., Concord College; M.A., Marshall University.

SUZANNE BRITT, A.M. (1987)
English
A.B., Salem College; A.M., Washington University.

CAROLYN BROCKWELL, M.M.E. (1989)
Music
Mus.B., Converse College; M.M.E., George Peabody College for Teachers.

VALERIE BROWN, M.Ed. (1995)
Education
A.B., Virginia Technical; M.Ed., Meredith College.

WILDA ESKEW BROWN, Mus.M. (1989)
Music
A.B., Berea College; Mus.M., Meredith College.

LISBETH B. CARTER, Mus.M. (1994)
Music
Mus.B., Boston Conservatory of Music; Mus.M., Meredith College.

LISA CLARK (1995)
Physical Education
B.F.A., University of North Carolina at Greensboro.

ROD COCKSHUTT, A.B. (1988)
English
A.B., Washington and Lee University.

NELVIN E. COOPER, M.Ed. (1990)
Physical Education
B.S., Elon College; M.Ed., University of North Carolina at Chapel Hill.

JOSE CORNEJO, B.A. (1994)
Physical Education
B.A., Averett College.

BENNETT COTTEN, M.S.W. (1995)
Sociology
B.S., Campbell University; M.S.W., University of North Carolina at Chapel Hill.

CANDIS COXE
Foreign Language

WALLACE CRUMPLER, M.L.Sci. (1995)
Biology
B.S., North Carolina State University; M. Life Sciences, North Carolina State University.

FRANCIE CUFFNEY, Ph.D. (1993)
Biology
A.B., Oberlin College; M.S., University of Louisiana; Ph.D., University of Georgia.

ALICE W. DAUGHERTY, Mus.M. (1971)
Music
Mus.B., Lawrence College; Mus.M., Meredith College; additional study, Juilliard School of Music.

CHRISTOPHER DEANE, M.M. (1990)
Music
Mus.B., North Carolina School of the Arts; Mus.M., University of Cincinnati.

JEANNE DIEHL-SHAFFER (1995)
Human Environmental Sciences

PATRICIA DIXON (1995)
Sociology and Social Work
A.B., Smith College; M.A., M.S., Columbia University; A.B.D. Duke University.

JANET DOPLER, Mus.M. (1988)
Music
Mus.B., Mus.M., Meredith College.

SUZANNE DORSEY, M.A. (1992)
Education
B.S., University of Missouri; M.A. Bradley University.

BROCK W. DOWNWARD, D.M.A. (1976)
Music
Mus.B., Oberlin College; Mus.M., D.M.A., Eastman School of Music of the University of Rochester.

DOROTHY DUBOSE-BLUM, Ph.D. (1995)
Sociology and Social Work

JUDY DUNSON, A.B. (1985)
Music
A.B., Meredith College.

ERIK DYKE, Mus.M. (1990)
Music
Mus.B., Mus.M., University of Michigan.

DON EAGLE (1986)
Music
Undergraduate study, University of North Carolina at Chapel Hill; private study.

JUDY ELLIS, M.Div. (1991)
Religion
A.B., Meredith College; M.Div., Southeastern Baptist Theological Seminary.

MARGARET EVANS, Mus.D. (1994)
Music
Mus.B, University of North Carolina at Chapel Hill; Mus.M., University of Illinois, Mus.D., Northwestern University.

BETTY JO FARRINGTON, A.B. (1969)
Music
A.B., Meredith College.

EDWARD FULLER, Ph.D. (1995)
Mathematics
B.S., Old Dominion University; M.B.A., Florida Atlantic University; Ph.D., Florida Atlantic University.

JACOB FURST, M.Ed. (1994)
Computer Science
B.A., Boston University; M.Ed., University of South Florida.

MARGARET E. GARRISS, Mus.M. (1989)
Music
Mus.B., Meredith College; Mus.M., Meredith College.

EDITH GETTES, Mus.M. (1988)
Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., Indiana University; additional study, Guildhall School, London; Japan Suzuki Institutute; doctoral study, University of Colorado.

ELIZABETH GILLELAND, Ph.D.(1990)
Psychology
A.B., Furman University; M.S., Ph.D., North Carolina State University.

JIMMY GILMORE, Mus.M. (1994)
Music
Mus.B., Mus.M., Eastman School of Music of the University of Rochester.

JOHN W. GIVVINES, B.S. (1975)
Art
B.S., Western Carolina University.

JENNIFER GORDON, M.S. (1995)
Education
A.B., Sarah Lawrence College; M.S., Bank Street College of Education.

KAREN GUZMAN, Ph.D. (1995)
Biology

PAMELA HALVERSON, Mus.B. (1992)
Music
Mus.B., University of Michigan; graduate study, University of North Carolina at Chapel Hill.

PATSY HANFORD (1995)
Speech

LAUREE P. HOLLIDAY, M.S. (1989)
Human Environmental Sciences
A.B., Meredith College; M.S., Virginia Polytechnic Institute and State University.

VIRGINIA HUDSON, Mus.B. (1981)
Music
Mus.B., University of Texas; graduate study, Meredith College, North Carolina School of the Arts.

KAREN JOHNSON, Ph.D. (1995)
History
M.B.A., Emery University; M.A., University of Georgia; Ph.D., University of North Carolina at Chapel Hill.

BRENDA O. JOHNSTON, Ed.D. (1986)
Business
A.B., M.S., Ed.D., North Carolina State University.

DONNA G. JOLLY, M.M. (1989)
Music
Mus.B., East Carolina University; M.M., Meredith College.

ALICE JONES, M.S. (1994)
Computer Science
B.S., University of Pittsburgh; M.S., Syracuse University.

JEANE JOYNER, A.M. (1990)
Education
A.B., Mary Baldwin College; A.M., North Carolina Central University.

TANYA KALICH, M.S. (1994)
Mathematics
A.B., Rice University; M.S., Stanford University.

TERRY KAUFFMAN, A.M. (1991)
Speech
A.B., University of California at Berkeley; A.M., University of Texas at Austin; doctoral study, Union Institute.

AKRAM KHATER, Ph.D. (1996)
History
B.S., California State Polytechnic; M.A., University of California, Santa Cruz; Ph.D., University of California, Berkeley.

DONNA KOCUR, M.Ed. (1994)
Education
B.S., Pennsylvania State University; M.Ed., Meredith College.

ERICA KOSAL (1995)
Biology

ALMA LEE, M.Ed. (1994)
Education
B.S., University of North Carolina at Greensboro; M.Ed., Meredith College.

WILLIAM LAMB (1995)
Sociology

GAIL LIGHTFOOT, M.S. (1993)
Human Environmental Sciences
B.F.A., Syracuse University; M.S., Bowling State Green University.

GRAY LIGON, Ph.D. (1995)
Business
B.S., University of Alaska; M.I.M., American Graduate School of International Management; Ph.D., University of Tennessee.

TOM LOHR, Mus.M. (1979)
Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., University of Kentucky.

CATHY LOWRY, B.F.A. (1996)
Physical Education
B.A., M.A., University of North Carolina at Chapel Hill.

KATE K. LUK, Ph.D. (1994)
Chemistry
B.S., Meredith College; M.S., Ph.D., North Carolina State University.

MAUREEN McGREGOR, A.M. (1986)
English
A.B., University of Leeds; A.M., North Carolina State University.

RICHARD McKEE, Ph.D. (1988)
Music
Mus.B., Birmingham-Southern College; Mus.B., Mus.M., Manhattan School of Music; A.M., Ph.D., University of North Carolina at Chapel Hill.

VICTORIA MARTIN (1995)
Foreign Language

KATHY MAYBERRY, M.Ed. (1996)
Physical Education
B.S., Appalachian State University; M.Ed., North Carolina State University.

MANLEY MIDGETT, M.S. (1987)
Education
B.S., M.S., University of North Carolina at Chapel Hill.

KAREN ALLRED MITCHELL (1995)
Music, Speech, Theatre

JAN D. MORGAN, M.F.A. (1995)
Speech Communication
A.B., Wake Forest University; M.F.A., Brown University.

BETH MULVANEY (1995)
Art

PAMELA W. NELSON, Mus.B. (1977)
Music
Mus.B., Southern Illinois University.

HARRIETT NITTOLI, A.M. (1994)
Foreign Languages
A.B., East Carolina University; A.M., University of North Carolina at Chapel Hill.

PHYLLIS O'HARA (1993)
Mathematics
B.S., A.B., Meredith; Postgraduate Diploma-University of Warwick.

MARGARET E. O'SHAUGHNESSEY, Ph.D. (1995)
English
A.B., Vanderbilt University; A.M., Ph.D., Duke University.

DOUGLAS OVERMIER, D.M.A. (1996)
Music
B.M.E., Mus.M., Ohio University; D.M.A., University of North Carolina at Greensboro.

PAM PARRIS, M.Div. (1995)
Psychology
B.S., Virginia Polytechnic Institute and State University; M.Div., Southeastern Baptist Theological Seminary.

MARTA PARTRIDGE, Mus.B. (1981)
Music
Mus.B., New England Conservatory.

LISA PEARCE (1995)
Art

MICHELLE E. PIETTE, M.S. (1989)
Physical Education
B.S., M.S., University of Wisconsin at LaCross.

PAUL F. POTORTI, M.A. (1994)
Speech Communication
A.B., M.A., West Virginia University.

MATTHEW PRICE, Ph.D. (1995)
Sociology
B.S., London School of Economics; M.A., University of Sussex; Ph.D., Princeton University.

WILLIAM PRICE, Ph.D. (1995)
History
B.A., Duke University; M.A., Ph.D., University of North Carolina at Chapel Hill.

RANDY PUETT (1995)
Health, Physical Education, Dance

CAROLYN PUMPHREY, Ph.D. (1995)
History
A.B., University of York; M.A., Ph.D., Duke University.

LISA RANDOLPH, Mus.M. (1992)
Music
Mus.B., University of North Carolina at Chapel Hill.

MARY RAWLINGS (1994)
Sociology

ELEANOR REUR (1995)
Art

NANCY RIVA-PALACIO, A.M. (1979)
Music
A.B., Westhampton College; A.M., Columbia University; Certificat d'Etudes, Sorbonne, University of Paris; additional study, University of North Carolina at Chapel Hill, Meredith College.

LOU ROSSER, A.M. (1991)
English
A.B., University of North Carolina at Chapel Hill; A.M., North Carolina State University.

MARK ROSSO, A.M., M.B.A. (1994)
Computer Science
A.B., Northwestern University; A.M., Duke University; M.B.A., University of North Carolina at Chapel Hill.

REGINA ROWLAND, M.F.A. (1995)
Art
B.F.A., Meredith College; M.F.A., North Carolina State University.

OMID SAFI
Religion

MARILYN SCHIERMEIER, M.Ed. (1995)
Mathematics
A.B., Webster College; M.Ed., North Carolina State University.

ALICIA SCHLINTZ, M.Ed. (1994)
Mathematics
B.S., M.ED., North Carolina State University.

ELISABETH SHAFER, M.Ed. (1994)
Education
B.S., State University of New York at Oreonta; M.Ed., Meredith College.

VIRGINIA SICKBERT, Ph.D. (1990)
English
A.B., Colorado College; A.M., Boston College, Ph.D., SUNY at Stonybrook.

PAULA SLOAN, M.A.T. (1994)
Mathematics
A.B., City University of New York at Queens; A.M., University of Los Angeles; M.A.T., Harvard University.

THOMAS W. SMART, M.B.A., C.P.A. (1996)
Business
B.B.A., Manhattan College; M.B.A., University of Scranton.

RACHEL SMITH, Th.M. (1987)
Religion
A.B., Meredith College; M.Div., Th.M., Southeastern Baptist Theological Seminary.

TIMOTHY W. SPARKS, Mus.M. (1993)
Music
Mus.B., University of North Carolina at Chapel Hill; Mus.M., Eastman School of Music of the University of Rochester.

GEORGIA SPRINGER (Spring 1992)
Art

EDYTHE STANISLAW, M.S. (1985)
Mathematics
A.B., Geneva College; M.S., Oklahoma State University.

HENRY M. STEELE, Ph.D. (1991)
Business
B.S., A.M., University of Missouri; Ph.D., Indiana University.

ANGELA STEPHENSON, Mus.M. (1992)
Music
Mus.B., Mus.M., Meredith College.

EDWARD STEPHENSON, Mus.B. (1987)
Music
Mus.B., North Carolina School of the Arts.

CORNELIUS SWART (1993)
Education

DAVID TAYLOR, Ph.D. (1995)
Computer Science
A.S., Northern Virginia Community College; B.S., University of the State of New York, Albany; M.Ed., Ph.D., University of North Carolina at Chapel Hill.

SALLY ZEIGLER THOMAS, Mus.M. (1983)
Music
Mus.B., Meredith College; Mus.M., Ohio State University; doctoral study, University of North Carolina at Greensboro.

BONNIE TORGERSON, M.Ed. (1993)
Education
A.B., Webster College; M.Ed. Duke University.

MARY UMSTEAD (1994)
Art

L. LOUISE VAN OSDOL, M.Ed. (1995)
Computer Science
A.B., Northern Oklahoma College; B.S., M.Ed., University of Arizona at Tucson.

SALLY WALTON, B.S. (1995)
Human Environmental Sciences
B.S., James Madison University.

SUNNY WANG, A.B. (1995)
Physical Education
V.A., Southern Illinois University at Carbondale.

ANDREA M. WEAVER, B.S. (1994)
Chemistry and Physical Science
B.S., Rutgers University.

PATRICIA N. WILLOUGHBY, M.Ed. (1989)
Education
A.B., University of North Carolina at Chapel Hill; M.Ed., Meredith College.

ANNE WITKEGE, M.P.H. (1994)
Human Environmental Sciences
B.S., North Carolina State University; M.P.H., University of North Carolina at Chapel Hill.

JOHN ZEDNICK (1995)
Physical Education

FACULTY EMERITI

(The date in parentheses indicates the year in which the individual joined the Meredith faculty.)

HELENA W. ALLEN, M.Ed. (1952)
Assistant Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; M.Ed., University of North Carolina at Chapel Hill.

AUDREY R. ALLRED, M.Ed. (1970)
Associate Professor of Education
A.B., Meredith College; M.Ed., University of North Carolina at Chapel Hill.

JOE BAKER, A.B. (1966)
Vice President for Administrative Affairs
A.B., Mississippi College.

VERGEAN BIRKIN, A.M. (1973)
Assistant Professor of Geography
A.B., A.M., University of Colorado.

CLARA R. BUNN, Ph.D. (1969)
Professor of Biology
A.B., Meredith College; M.S., Ph.D., North Carolina State University.

ROGER H. CROOK, Ph.D. (1949)
Professor of Religion
A.B., Wake Forest University; Th.M., Ph.D., Southern Baptist Theological Seminary; postdoctoral research, Duke University, Union Theological Seminary, University of North Carolina at Chapel Hill.

ANNE DAHLE, M.Ed. (1972)
Director of Re-entry Program
A.B., Meredith College; M.Ed., North Carolina State University.

JAMES H. EADS, JR., M.S. (1958)
Assistant Professor of Biology
A.B., University of Kansas; M.S., University of Alabama; graduate study, University of Alabama, North Carolina State University.

ROBERT FRACKER, A.M. (1962)
Assistant Professor of Education
B.S., East Tennesse State College; A.M., Appalachian State University.

LOIS FRAZIER, Ed.D. (1954)
Professor of Business
B.S., M.S., University of North Carolina at Greensboro; Ed.D., Indiana University.

PHYLLIS W. GARRISS, Mus.M. (1951)
Associate Professor of Music
A.B., Mus.B., Hastings College; Mus.M., Eastman School of Music, the University of Rochester.

ALICE GOODE, Mus.B. (1974)
Instructor of Voice
Mus.B., Texas Tech University.

BLUMA GREENBERG, A.M. (1976)
Assistant Professor of Art
A.B., Duke University; A.M., University of North Carolina at Chapel Hill.

CAROLYN B. GRUBBS, Ph.D. (1963)
Professor of History
A.B., Meredith College; M.A.T., Duke University; Ph.D., North Carolina State University.

ISABELLE HAESELER, M.S.M. (1956)
Assistant Professor of Music
B.S., Lebanon Valley College; M.S.M., Union Theological Seminary; graduate study,Colorado Seminary, University of North Carolina at Chapel Hill.

JOHN HIOTT, M.Div (1968)
Director of Scholarships and Financial Assistance
A.B., Baylor University; M.Div., New Orleans Baptist Theological Seminary.

ELLEN M. IRONSIDE, Ph.D. (1983)
Dean of Continuing Education
A.B., Wells College; A.M., Teachers College, Columbia University; Ph.D., University of North Carolina at Chapel Hill.

HELEN JONES, A.M. (1969)
Instructor of English
A.B., A.M. University of North Carolina at Greensboro.

MARY BLAND JOSEY, M.Ed. (1953)
Director of Admissions
A.B., Meredith College; M.Ed., North Carolina State University; additional study, University of Reading, England.

MARIE CAPEL KING, M.Ed. (1971)
Director of Career Services
A.B., George Washington University; M.Ed., North Carolina State University.

IONE KEMP KNIGHT, Ph.D. (1956)
Professor of English
A.B., Meredith College; A.M., University of Pennsylvania; Ph.D., University of North Carolina at Chapel Hill; post-doctoral research, British Museum, Oxford University, University of London.

ANN W. KURTZ, Ph.D. (1979)
Professor of Foreign Languages
A.B., Wellesley College; A.M., Ph.D., University of Maryland.

WILLIAM R. LEDFORD, Ph.D. (1957)
Professor of Foreign Languges
A.B., Berea College; A.M., State University of Iowa; Ph.D., University of North Carolina at Chapel Hill; graduate study, Middlebury College, Universidad de los Andes, South America.

SARAH McCULLOH LEMMON, Ph.D. (1947)
Professor of History
B.S., James Madison University; A.M., Columbia University; Ph.D., University of North Carolina at Chapel Hill.

MARGARET C. MARTIN, A.M. (1953, 1964)
Director of Alumnae Affairs
A.B., Meredith College; A.M., Columbia University.

MARIE MASON, Ph.D. (1969)
Professor of Psychology
A.A., Campbell College; A.B., Meredith College; A.M., Ph.D., University of Kentucky.

JAY D. MASSEY, A.M. (1957)
Professor of Health and Physical Education
B.S., University of North Carolina at Greensboro; A.M., New York University.

STEWART A. NEWMAN, Th.D. (1973)
Professor of Philosophy
A.B., Hardin Simmons University; Th.M., Th.D., Southwestern Baptist Seminary; postdoctoral study; Duke University, Northwestern-Barrett, University of Rochester.

THOMAS C. PARRAMORE, Ph.D. (1962)
Professor of History
A.B., A.M., Ph.D., University of North Carolina at Chapel Hill.

CLEO G. PERRY, A.B. (1975)
Director of Alumnae Affairs
A.B., Meredith College.

DOROTHY QUICK, B.S. (1970)
Circulation Librarian
B.S., East Carolina University.

CAROLYN C. ROBINSON, A.B. (1958)
College Editor and Director of Publications
A.B., Meredith College.

EVELYN SIMMONS, M.S. (1962)
Associate Professor of Economics
B.S., Georgia State College for Women; M.S., University of Tennessee.

DOROTHY J. SIZEMORE, A.M. (1980)
Dean of Students
A.B., William Jewell College; A.M., Georgetown College.

DONALD SPANTON, Ph.D. (1983)
Professor of Business
B.S., Rensselaer Polytechnic Institute; M.S., Georgia Institute of Technology; Ph.D., American University.

MARILYN M. STUBER, Ed.D. (1965)
Professor of Human Environmental Sciences
B.S., M.S., University of Nebraska; Ed.D., North Carolina State University.

LESLIE W. SYRON, Ph.D. (1945)
Professor of Sociology
A.B., Mary Baldwin College; A.M., Ph.D., University of North Carolina at Chapel Hill; postdoctoral study, London School of Economics and Political Science.

OLIVE D. TAYLOR, M.Ed. (1970)
Assistant Professor of Mathematics
B.S., Western Carolina University; M.Ed., University of North Carolina at Chapel Hill; graduate study, Western Carolina University, North Carolina State University; Appalachian State University.

CHARLES R. TUCKER, Ph.D. (1966)
Professor of Sociology
A.B., Delta State College; B.D., Th.M., Ph.D., Southern Baptist Theological Seminary; M.A.C.T., University of North Carolina at Chapel Hill.

LEONARD WHITE, A.M. (1964)
Associate Professor of Art
A.B., A.M., University of North Carolina at Chapel Hill.

INGE WITT, A.B. (1976)
Adjunct Instructor of Music
A.B., Hons., London University; Elementary Certificate, Jacques-Dalcroze Institute through Carnegie-Mellon University.

BETTY JEAN YEAGER, A.B. (1948)
Faculty Secretary
A.B., Meredith College.

ADMINISTRATION

(The date in parentheses indicates the year in which the administrator joined the Meredith organization.)

— *Office of the President*

JOHN E. WEEMS, Ed.D. (1972)
President

LaROSE F. SPOONER, Ed.D. (1967)
Vice President for Administrative Affairs

JOE R. BAKER, A.B. (1966)
Assistant to the President

CAROLYN C. ROBINSON, A.B. (1958)
College Historian

SHARON H. WOODLIEF, A.B. (1972)
Administrative Assistant

MARTHA C. HARRELL (1979)
Administrative Assistant

— *Administrative Affairs*

Office of the Vice President for Administrative Affairs

LaROSE F. SPOONER, Ed.D. (1967)
Vice President

Admissions

SUE E. KEARNEY, A.M. (1966)
Director of Admissions and Enrollment Research

CAROL R. KERCHEVAL, M.Ed. (1994)
Associate Director of Admissions

VANESSA GOODMAN BARNES, A.B. (1989)
Assistant Director of Admissions

GRETCHEN M. SOLOMON, A.B. (1991)
Assistant Director of Admissions

RAE-ANNE C. BUTERA, A.B. (1993)
Assistant Director of Admissions

MARIBETH C. CULLOM, A.B. (1989)
Records Manager

LOUISE V. LILAC (1995)
Administrative Secretary

GLENDA J. HOFFMAN (1986)
Recruitment Programs Assistant

PHYLLIS R. MINCEY, M.R.E. (1988)
Recruitment Programs Assistant

RHEA L. PRICE (1994)
Processing Assistant

College Communications

JEANNIE S. MORELOCK, M.B.A. (1988)
Director

STEPHEN L. MOSLEY, B.A. (1992)
Publications Manager

KIM M. MARCOM, B.S. (1996)
Publications Specialist

BRANDI J. BETTIS, B.A. (1994)
Communications Specialist

JoANNE M. COTA (1987)
Office Manager

Financial Assistance

PHILLIP D. ROOF, B.S. (1995)
Director

CAROL J. SANDERSON (1990)
Assistant Director

GINI V. STELLE (1995)
Secretary

BETTY G. HARPER, B.S. (1994)
Student Employment Coordinator

— Academics

Office of the Vice President and Dean of the College

CRAVEN ALLEN BURRIS, Ph.D. (1969)
Vice President and Dean of the College

Administrative Assistant

MARGARET BALLARD (1988)
Departmental Assistant

LINDA BATDORFF (1990)
Departmental Assistant

PAMELA BENCKE (1994)
Departmental Assistant

PEGGY BARBEE (1996)
Departmental Assistant

DALE CARROLL (1995)
Departmental Assistant

DOTTY LOU GANDY (1979)
Departmental Assistant

KATHERINE GOOLSBY (1992)
Departmental Assistant

CLETA JOHNSON (1988)
Departmental Assistant

NANCY JONES (1995)
Departmental Assistant

NELL MegLAUGHLIN (1985)
Departmental Assistant

JAXIE MORTON (1993)
Departmental Assistant

ALYCE PARKER-TOWNSEND (1986)
Departmental Assistant

SUSANN UPHAM (1995)
Departmental Assistant

Office of the Registrar

ALLEN F. PAGE, Ph.D. (1973)
Dean of Undergraduate Instruction and Registrar

SUE TODD, A.B. (1968)
Associate Registrar

BETSY STEWART, A.B. (1996)
Assistant Registrar

KAREN MOONEY, B.S. (1994)
Records Secretary

REBECCA COBLE (1989)
Records Secretary

LAURA JONES (1992)
Records Secretary

ALYCE TURNER, A.B. (1993)
Records Secretary

Library

JANET L. FREEMAN, M.L.S. (1984)
College Librarian

EDWARD M. WALLER, M.S.L.S. (1986)
Technical Services Librarian

SUSAN SQUIRES, M.L.S. (1988)
Reference Librarian

JOHN W. KINCHELOE III, M.A. (1985)
Media Specialist

JEAN RICK, M.S. (1994)
Reference Librarian

CARRIE ALLEN NICHOLS, M.L.S. (1993)
Catalog Librarian

DIANA McCLUNG (1987)
Circulation Supervisor

CYNTHIA L. BOWLING, B.F.A. (1990)
Cable Administrator

ALICE McNEIL (1976)
Library Assistant, Technical Services

GERALDINE SARGENT (1978)
Secretary

MARGARET SEXTON (1975)
Library Assistant, Technical Services

CAROL SMITH, M.M. (1981)
Library Assistant, Music Library

C. RICHARD McBANE, JR. (1986)
Library Assistant, Media Services

CHRISTIE LEE (1990)
Library Assistant, Circulation

DONNA GARNER (1990)
Library Assistant, Technical Services

Continuing Education

MARY S. JOHNSON, Ed.D. (1980)
Dean of Continuing Education

SANDRA C. CLOSE, A.B. (1986)
Director, Re-entry Program

MARGARET CLARY, M.Ed. (1989)
Associate Director, Re-entry Program

SALLY DAVIS
Assistant Director, Re-entry Program

ELIZABETH MCDUFFIE, B.S. (1993)
Director, Enrichment Program

KAREN SAMPSON (1996)
Assistant, Enrichment Program

E. PAGE POTTER, J.D. (1987)
Director, Legal Assistants Program

MADRA BRITT, M.Ed. (1988)
Director, Meredith After5 Program

Assistant, Legal Assistants Program

BETH FLYE (1994)
Assistant Director, Leadership

SHARON L. GALECKI, A.A.S. (1990)
Administrative Assistant, Re-entry Program

PEGGY ABERNATHY (1993)
Administrative Assistant, Meredith After5 Program

SUSAN ILLINGWORTH (1995)
Receptionist/Office Assistant

Graduate Studies

MARY S. JOHNSON, Ed.D. (1980)
Dean of the John E. Weems Graduate School

CARROL B. SNODGRASS (1987)
Administrative Assistant

Teaching Fellows Program

GWENDOLYN CLAY, Ph.D. (1985)
Director

Honors Program

ELOISE GRATHWOHL, Ph.D. (1990)
Director

International Studies

BETTY WEBB, Ph.D. (1974)
Director

Academic Computing

RUTH ANN BALLA, M.S. (1987)
Director

Capstone

ROSEMARY HORNAK, Ph.D. (1977)
Director

Academic Assessment

ELIZABETH A. WEIR, Ed.D. (1988)
Coordinator

Faculty Development

MARY THOMAS, Ph.D.
Director

— *Student Development*

Office of the Vice President for Student Development

JEAN JACKSON, Ph.D. (1983)
Vice President

MARY ANN BEAM, A.A. (1988)
Assistant to the Division

Office of the Dean of Students

SHARON M. CANNON, M.Ed. (1995)
Dean

DOROTHY J. SIZEMORE, A.M. (1980)
Director for Commuter Life

CHRISTINA NUTTLE BUMGARDNER, M.Ed. (1994)
Assistant Director of First Year Experience

ANNIE RUTH TEW, A.A. (1988)
Assistant

Office of Residence Life and Housing

PAULA O'BRIANT, B.S. (1994)
Director

Housing Assistant

MICHELLE AHERON, B.S. (1994)
Residence Director

JENNIFER CORRIGAN, B.A. (1995)
Residence Director

KATHLEEN GEIBERT, B.S. (1994)
Residence Director

RENE MOON, M.Ed. (1995)
Residence Director

MARGE STEVENS (1986)
Residence Director

SUSAN WHITE, B.A. (1995)
Residence Director

Office of the Campus Minister

SAMUEL BANKS CAROTHERS, M.Div. (1982)
Campus Minister

PENNY ULMER (1993)
Secretary

Career Center

GORDON W. FOLGER, M.A. Ed. (1987)
Director

VALERIE B. GOGAL, M.A. (1990)
Assistant Director

YVETTE MODICA-TURNER, M.Ed. (1996)
Assistant Director

MARY ELLEN PHILEN, B.A. (1985)
Office Manager

ANN B. PHILLIPS (1989)
Secretary

Student Activities and Leadership Development

CHERYL S. JENKINS, M.Ed. (1991)
Director

SHELLY HOOVER, M.Ed. (1995)
Assistant Director

MARGE KEYES (1991)
Office Manager

Counseling Center

BETH MEIER, M.A. (1993)
Director

SANNE MARTIN, M.S.W. (1994)
Assistant Director

KELLY CASH (1995)
Office Manager

— *Business and Finance*

Office of the Vice President for Business and Finance

CHARLES E. TAYLOR, JR., M.B.A. (1983)
Vice President

Financial and Benefits Services

WILLIAM F. WADE, Jr., B.S., C.P.A. (1986)
Controller

KAY MILLER (1992)
Accounts Payable

HEATHER D. POLLARD, B.A. (1983)
Payroll Coordinator

BONNIE J. FURMAN, B.A. (1986)
Personnel Coordinator

PRISCILLA WOOD (1987)
Accounts Receivable

Campus Activities

MARIE MASON, Ph.D. (1969)
Coordinator

College Store

DRU M. HINSLEY, A.B. (1953)
Manager

MARY ANN REESE, B.S. (1984)
Textbook Manager

FRANCES GILLIS (1973)
Store Clerk

Central Services and Printing

GAIL EKWEM-WHITE (1991)
NORMA J. DUNN (1995)

Facilities Services

A. CLARKE SUTTLE, B.S. (1988)
Facilities Manager

JESSICA OWENS (1984)
Housekeeping Supervisor

RICK DUNNING (1988)
Maintenance Supervisor

DEE WOOD (1995)
Customer Service Representative

KATHY TURNER (1993)
Office Coordinator

General Services Staff

FRANK BERRY
SYLVESTER CORNEY
JAMES JONES
DAVID A. McLEOD
RICHARD SEALEY

Maintenance Staff

GEORGE ASHOO
JOE B. BROWN
THOMAS EDMONDSON
KEITH POOLE
ALEX ROCHA
J. PATRICK WOOD

Grounds Staff

GALDINO AVILA
ROBERTO AVILA
JEFFREY HUNTER
BENITO ROCHA
DARNELL SMITH

Housekeeping Staff

IDA BRANTLEY
CRAIG BRIDGES
DIANA BURRUS
WILLIAM COOPER
CHRISTOPHER BUNCH
CHARLES MCNEILL
MARILYN FLEMONS
JUDY FOSTER
DOUGLAS FULTON
EDNA GREGORY
LULA HARRELSON
WILLIE HOWARD
REATHA JEFFERIES
LUCRETIA PETERSON
EMMA PITTMAN
BARBARA ROBINSON
LOIS ROWLAND
ANNIE RUTH SMITH
WILLIAM SPEARMAN
DUC VAN NGUYEN
STEPHEN WOODS

Food Services (ARA)

THAD O'BRIANT
Manager

Post Office

ALYSIA BRASWELL (1990)
Postal Supervisor

CECELIA MILLER (1988)
Information Services Assistant

WILLIE KING (1956)
Postal Carrier

Security Staff

W.W. ADAMS
DONALD APPLEFORD
WORTH BAILEY
WILLIAM GRINER
MICHAEL HOKE
SHERWOOD JONES
JEANETTE McLEOD
V.C. MEDLIN, JR.
THURMAN METHENY
TIMOTHY MORRIS
GEORGE PYLES
ROBERT SHATTUCK
JAMES SUMRELL
JEAN TREVATHAN
JAMES WILLIAMS

Health Services

RUTH PEARCE, R.N. (1980)
Director

SIDNEY MARTIN, M.D. (1972)
Physician

ANNE SMITHSON, M.D. (1995)
Physician

MELINDA McLAIN, R.N. (1991)
Nurse

LORETTA PEARSON, R.N. (1992)
Nurse

Technology Services

RUTH ANN BALLA, M.S. (1987)
Manager

DOUGLAS ALM, B.S. (1995)
Resource Specialist

ELIZABETH CARROLL (1995)
Help Desk Operator

ANGELA GOUGE (1988)
Network Specialist

VIRGINIA KEMP, A.S. (1982)
Telecommunications Specialist

KATHY KESTERSON, M.S. (1988)
Programmer Analyst

PATRICIA GREGORY (1996)
PC Technician

TIMOTHY BARTLETT (1996)
PC Technician

LORI McDADE (1990)
Application Support Specialist

Information

PHYLLIS FISH (1995)
Switchboard Operator

CamTel/CamCard

— *Institutional Advancement*

Office of the Vice President for Institutional Advancement

MURPHY M. OSBORNE, JR., Ed.D. (1988)
Vice President

JOYCE HINSON (1992)
Administrative Assistant

GERALDINE W. MYERS (1978)
Secretary/Receptionist

GRACE E. BROCK (1994)
Financial Records Secretary

Alumnae Relations

MARY KATE KEITH, B.A. (1995)
Director

CELESTE DEREY BROGDON, A.B. (1995)
Assistant Director

LINDA BOONE (1991)
Secretary

EILEEN MIGDAL (1994)
Secretary

Corporate Relations

SIDNEY L CRUZE, B.A., M.A. (1995)
Director

TAMI L. ORBIN, B.A. (1996)
Secretary

Planned Giving

HAROLD L. WEST, JR., B.A. (1991)
Director

TAMI L. ORBIN, B.A. (1996)
Secretary

Cooperating Raleigh Colleges

ROSALIE P. GATES, Ph.D. (1981)
Director

CAMPUS DIRECTORY

Johnson Hall, named in memory of Livingston Johnson, is the administration building. It anchors the original campus quadrangle, built in 1925 before Meredith moved from downtown to its present West Raleigh location in early 1926.

Vann, Stringfield, Brewer, Faircloth, Poteat, Heilman, and **Barefoot Residence Halls** house 140-170 students each. Most of the accommodations in these three- or four-story air-conditioned buildings follow the suite arrangement of two rooms and a bath for four students, two students occupying a room. Exceptions to this arrangement include two rooms for two on each hall in Barefoot and Heilman, one room for two on each hall in Poteat, and one room for two on the first three floors in Vann, Stringfield, Brewer, Faircloth, and Barefoot. These rooms have a private bath for the two occupants. The fourth floors in Vann, Barefoot, Stringfield, Brewer, and Faircloth do not always follow the exact suite arrangement but offer comparable bath facilities. Some rooms on these floors house three students and some house one.

The **Noel House** provides a setting with an international emphasis.

Telephones are available on each floor, and students may have phone service in their rooms. Pressing rooms, social rooms, study parlors, kitchenettes, and laundry facilities are conveniently located in the residence halls.

The residence halls are named for Richard Tilman Vann, Oliver Larkin Stringfield, Charles Edward Brewer; William T. Faircloth; Ida Isabella Poteat, William Louis Poteat, and E. McNeill Poteat; E. Bruce Heilman; Culbreth C. Barefoot, Kilty Barefoot, and their family; and Marguerite Warren Noel.

Belk Dining Hall is accessible to five of the residence halls by covered breezeways. Built in 1925, it was dedicated in 1970 in honor of Carol Grotnes Belk. The newly renovated lower level houses the Wainwright Conference Suite, a group of rooms for meetings and dining.

Fannie E.S. Heck Memorial Fountain was erected in 1928 by the North Carolina Woman's Missionary Union, auxiliary to the Baptist State Convention, in honor of the first president of the organization.

Harriet Mardre Wainwright Music Building is adjacent to Jones Hall and overlooks the lake. Named in honor of Mrs. Irving H. Wainwright and dedicated in 1977, the music and fine arts building houses a music library, faculty lounge and offices, classrooms, practice rooms, and teaching studios. Also included in the building is the 175-seat **Clara Carswell Concert Hall,** named in honor of Mrs. Guy T. Carswell.

Jones Hall, named in honor of Wesley Norwood Jones and Sallie Bailey Jones, houses a 630-seat auditorium/theater, a studio theater, and a writing lab. Jones Hall was first used in 1949.

Cooper Organ, Meredith's first concert organ, was installed in 1970 in the auditorium of Jones Hall. Named in honor of the late Harry E. Cooper, head of the department of music for more than 30 years, the Austin organ is a three-manual, 35-rank concert instrument with classic voicing.

Shaw Fountain is at the front center campus near the entrance to Johnson Hall. Six water spouts control 10 water height stages and are illuminated by multi-colored lights. Named in honor of Henry M. and Blanche M. Shaw, the fountain was dedicated in 1974.

Elva Bryan McIver Amphitheater, with a seating capacity of 1,200, was completed in 1964. Located in an oak grove on the south front campus, the amphitheater overlooks a four and one-half-acre lake. An island stage, separated from the amphitheater by a moat, is complete with lighting and sound possibilities, making the theater ideally suited for outdoor performances and college and community programs. Named for Elva Bryan McIver, the amphitheater was made possible by a bequest from this friend of Meredith.

Jones Chapel, completed in 1982, is a visible symbol of Meredith's commitment to Christian education. It is named in honor of Seby B. Jones, former chairman of the Board of Trustees, and Christina Jones. In addition to the 400-seat sanctuary, the chapel contains a common room, a meditation room, a library, a bride's room, a kitchen, and offices for the campus minister and visiting speakers.

Estelle Johnson Salisbury Organ, installed in Jones Chapel in memory of a member of Meredith's first graduating class of 1902, is an encased mechanical action instrument of 20 stops and 27 ranks. The two-manual and pedal Andover organ was constructed in 1983.

Mae Grimmer Alumnae House includes offices of the Alumnae Association and the **Mabel Claire Hoggard Maddrey Parlor,** a reception room for meetings and social events. The house is named in honor of Mae Grimmer, who was for 36 years executive secretary of the Alumnae Association.

Cate Center contains the 240-seat **Kresge Auditorium,** student activities offices, the college store, The Bee Hive Cafe, student government and publication offices, the college post office, lounges, and game rooms. Named in honor of Kemp Shields Cate, the center was dedicated in 1974.

Park Center, completed in 1996, is connected to the Cate Center and houses the Department of Continuing Education and student development offices. It is named in honor of Roy and Dorothy Park.

Shearon Harris Building, constructed in 1982, houses the Departments of Business and Economics, and Mathematics and Computer Science. In addition to classrooms, seminar rooms, and faculty offices, the building contains conference rooms and a reading room. It is named in honor of the late Shearon Harris, who served as a trustee for more than a decade and as Board of Trustees chairman for several terms.

Gaddy-Hamrick Art Center is designed for women in art. Dedicated in 1987, it houses the **Frankie G. Weems Art Gallery,** an art history theater, photography darkrooms, and studios for drawing, painting, graphic design, ceramics, printmaking, and art education. The center is named in honor of the late Claude F. Gaddy, former Meredith trustee, and F.B. Hamtick, business manager of the College, 1929-43.

Ledford Hall, named for Hebert F. Ledford, benefactor and former chairman of the Board of Trustees, was completed in 1993. It houses the departments of education, psychology, and sociology and social work.

Joyner Hall is a classroom building for most courses in English, foreign languages, history and politics, and religion and philosophy. It also contains offices for faculty, a foreign languages lab, seminar rooms, a lounge, and a kitchen. The building was named for James Yadkin Joyner, who served as a trustee for 55 years.

Carlyle Campbell Library is named in honor of Meredith's fourth president, who served the College from 1939 to 1966. The building is equipped with study tables and carrels, has open stacks, a periodical room, projection room, and private meeting rooms. The library holdings total more than 153,000 volumes and 775-plus periodical subscriptions. Resources include print, microforms, film, video and audio recordings, and laser disk and computer software. ALIS (Automated Library Information System) provides computerized access to the library's collections.

Mary E. Yarbrough Building for Science Research, dedicated in 1985, contains research laboratories, a research greenhouse, and offices. Dr. Yarbrough served as head of the chemistry department for more than 30 years.

Hunter Hall, named for Joseph Rufus Hunter, provides classrooms and laboratories for biology, chemistry, human environmental sciences, and physics. Also in Hunter Hall are offices and research laboratories for faculty, a science library, a lecture and demonstration auditorium, and a reception room. An adjacent greenhouse is used for experimental purposes.

Carroll Health Center and Residence Hall was named for Elizabeth Delia Dixon Carroll, college physician for 34 years. The first floor of Carroll houses the Health Center and the Counseling Center. The second floor is a residence hall.

Ellen Brewer House, a residence of the Department of Human Environmental Sciences, is used for the department's resource management practicum and for child care. It was named in honor of Ellen Dozier Brewer, member of the home economics faculty for 57 years.

Weatherspoon Physical Education-Dance Building, dedicated in 1970, contains a gymnasium, classrooms, a dance studio, a swimming pool, and offices for the Department of Health, Physical Education, and Dance. The building is named in honor of Walter Herbert Weatherspoon and James Raymond Weatherspoon. In close proximity are tennis courts, a golf putting green, a playing field, and a soccer field.

Massey House is the on-campus residence of the president. The house is named in honor of Dr. Luther M. Massey and Vivian Dawson Massey in appreciation of their service to Meredith.

Lemmon House is available for visiting professors and certain official college guests. It is located across from the back gate of the College off Faircloth Street.

The Faw Garden, as well as the **Margaret Craig Martin, Cleo G. Perry,** and **Frankie G. Weems Gardens;** the **Elva Wall Davis Gate** at Faircloth Street, and the **Meredith Lake** are areas that add beauty and interest to the campus.

Visitor Parking

Visitor Parking areas are located in front of Johnson Hall and along the front drive.

LOCATION

LOCATED IN CENTRAL NORTH CAROLINA, Raleigh, the home of Meredith College, is a growing capital city of approximately 250,000 people. It is the center of the Research Triangle, an area comprising Raleigh, Durham, and Chapel Hill.

The Meredith campus is on the western outskirts of the city, and the 225 rolling acres are unspoiled by commercial or residential development. Easy access is provided by Wade Avenue — an I-40 connector — and by U.S. 1. The campus is bounded on the north by Wade Avenue, on the east by Faircloth Street, on the west by U.S. 1 and I-440, and on the south by Hillsborough Street, which leads to Meredith's main entrance. Appropriate highway markings guide the visitor to the College. Raleigh-Durham International Airport, served by the major airlines, is only eight miles from the campus.

Raleigh is also the home of North Carolina State University. Chapel Hill and Durham, sites of the University of North Carolina and Duke, are 25 and 17 miles away, respectively. Wake Forest, another major university, is located in Winston-Salem, a two-hour drive from Raleigh.

The city is centrally located so that the majestic mountain ranges of western North Carolina and the long stretch of beaches along the Atlantic Ocean are only two to four hours away. For several years, students have organized vacation groups to take advantage of skiing opportunities in the mountains while others enjoy swimming and sailing along the coast.

UNDERGRADUATE ACADEMIC CALENDAR, 1996-97

— *Fall Semester*

Arrival of new students	Sat., Aug 17
Registration	Mon., Aug. 19
Freshman Register	Tue., Aug. 20
Classes begin	Wed., Aug. 21
Opening Convocation	Mon., Aug. 26
Last day to drop a course without paying	Tue., Aug. 27
Last day to add a course	Tue., Aug. 27
Labor Day Holiday—No classes held	Mon., Sep. 02
Last Day to make grading changes	Wed., Sep. 18
Last day to drop with a "W" grade	Wed., Sep. 18
Autumn recess begins at 5:00 p.m.	Fri., Oct. 11
Classes resume at 8:00 a.m.	Wed., Oct. 16
Midterm reports due at NOON	Wed., Oct. 16
Thanksgiving recess begins end of class day	Tue., Nov. 26
Last day to withdraw from a course	Tue., Nov. 26
Classes resume at 8:00 a.m.	Mon., Dec. 02
Last day of classes	Wed., Dec. 04
Reading day; music juries	Thu. Dec. 05
Final Examinations	Fri., Dec. 06 - Sat., Dec. 14
Commencement	Sat., Dec. 14

— *Spring Semester*

Registration	Tue., Jan. 07
Classes begin	Wed., Jan. 08
Last day to drop a course without paying	Wed., Jan. 14
Last day to add a course	Wed., Jan. 14
Holiday—Martin Luther King Day	Mon., Jan. 20
Last day to make grading changes	Wed., Feb. 05
Last day to drop with a "W" grade	Wed., Feb. 05
Founders' Day	Mon., Feb 24
Spring recess begins at 5:00 p.m.	Fri., Mar. 07
Midterm reports due at noon	Wed., Mar. 12
Classes resume at 8:00 a.m	Mon., Mar. 17
Easter recess begins at 5:30 p.m.	Thu., Mar. 27
Classes resume at 8:00 a.m.	Tue., Apr. 01
Last day to withdraw from a course	Thu., Apr. 21
Last day of classes	Mon., Apr. 28
Reading day; music juries	Tue., Apr. 29
Final examinations	Wed., Apr. 30 - Thu., May 08
Commencement	Sun., May 11

— *Summer Calendar, 1997*

First session begins	Tue., May 27
Class on Saturday	Sat., May 31
First session ends	Fri., June 13
Second session begins	Mon., June 16
Class on Saturday	Sat., Jun. 21
Second session ends	Thu., July 03
Third session begins	Mon., July 07
Third session ends	Fri., July 25
Opening day for class for 1997-98 Academic Year	Wed., Aug. 20
Commencement for December 1997	Sat., Dec. 13
Commencement for May 1998	Sun., May 10

CORRESPONDENCE AND VISITS

The mailing address of Meredith College is 3800 Hillsborough Street, Raleigh, NC 27607-5298.

The College telephone number is (919) 829-8600.
The Meredith fax number is (919) 829-2828.
The Meredith Gopher on the Internet is
gopher.meredith.edu

Information on Meredith is now available through the World-Wide Web at
http://www.meredith.edu/meredith/

Inquiries are welcomed. The College will answer questions by correspondence or by arranging visits through the Office of Admissions.

Academic Records
Office of the Registrar, 829-8593
Admissions
Office of Admissions, 829-8581 or
1-800-MEREDITH
Adult Student Information
Office of Continuing Education, 829-8353
Alumnae Matters
Director of Alumnae Affairs, 829-8391
Athletics
Department of Health, Physical Education, and Dance, 829-8546
Catalogue Requests
Office of Admissions, 829-8581

Community Educational Services
Office of Continuing Education, 829-8353
Dean of Undergraduate Instruction, 829-2876

Educational Programs
Dean of the College, 829-8514

Expenses
Vice President for Business and Finance, 829-8516

Financial Assistance
Office of Financial Assistance, 829-8565

Graduate Employment
Meredith Career Center, 829-8341

Housing Matters
Associate Director of Residence Life and Housing, 829-8633

News Items/Publications
Office of College Communications, 829-8455

Parents Association
Office of Alumnae Affairs, 829-8391

Student Employment
Office of Financial Assistance, 829-8565

Student Interests
Dean of Students, 829-8521

Student Reports
Registrar, 829-8593

Summer School
Registrar, 829-8593

Transcripts
Registrar, 829-8593

Vocational Testing
Meredith Career Center, 829-8341

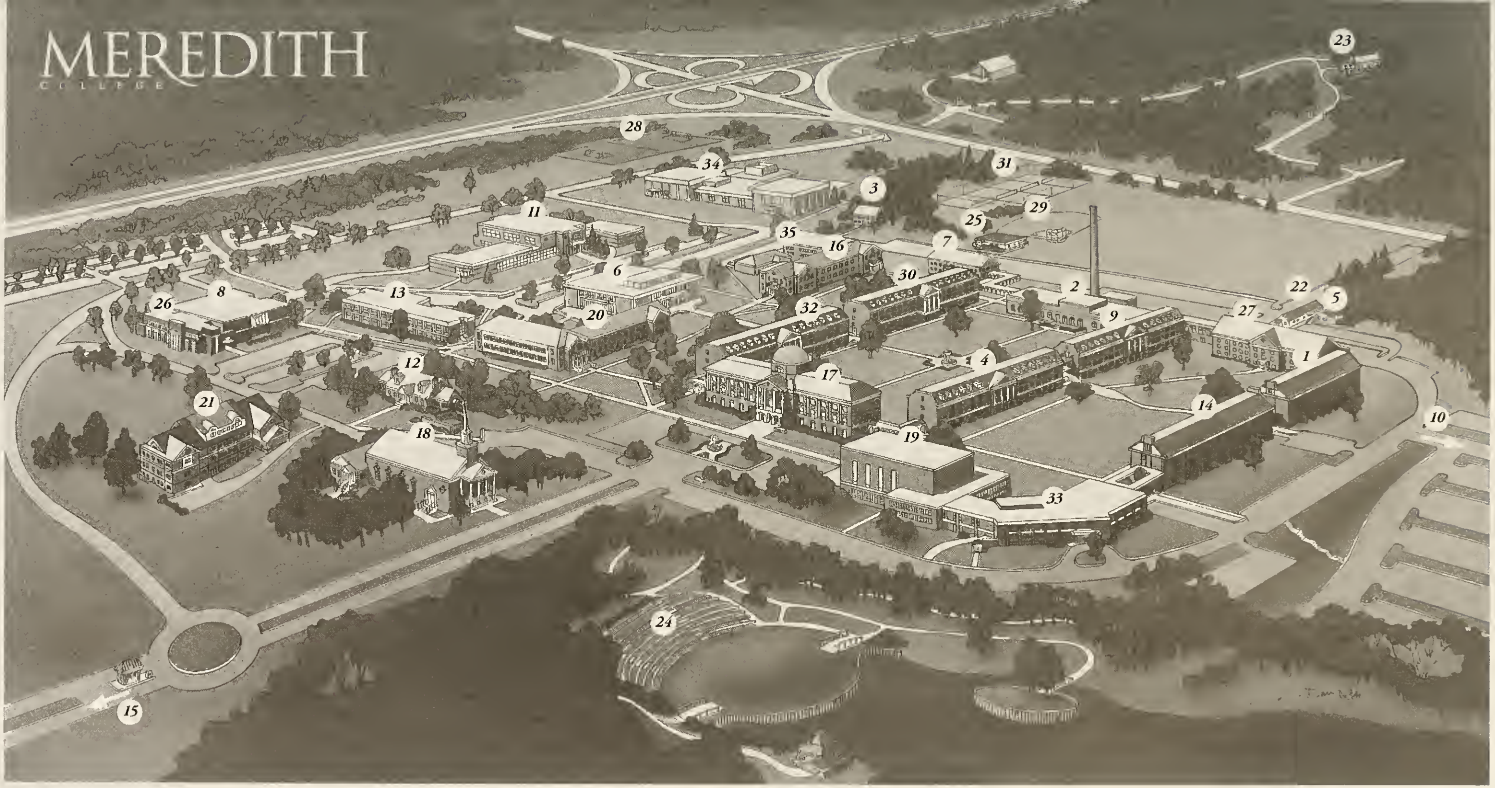
ENROLLMENT FOR 1995-96

— Fall 1995 Degree Candidates

Undergraduate Degree Candidates (Bachelor of Arts, Bachelor of Science, and Bachelor of Music)	1,972
Graduate Students (Master of Business Administration, Master of Education, and Master of Music)	177
Total Degree Candidates	2,149
Special undergraduate students	132
Other students in credit courses	234
Students in non-credit courses	954
Total Enrollment, Fall 1995	3,469
Total Summer Enrollment, 1995	1,401
Unduplicated Summer Enrollment, 1995	914

Students in credit courses by state:

Alabama	2
Arizona	1
Arkansas	1
California	2
Connecticutt	4
Delaware	1
Florida	14
Georgia	10
Illinois	2
Kentucky	2
Maryland	10
Massachusetts	1
Michigan	1
New Jersey	3
New York	5
North Carolina	2,133
Ohio	2
Pennsylvania	1
South Carolina	18
Tennessee	5
Texas	10
Utah	1
Vermont	1
Virginia	198
Washington	1
West Virginia	1
Territories	1
International students	45
TOTAL	2,476



CAMPUS MAP

1. Barefoot Residence Hall
2. Belk Dining Hall (Wainwright Conference Suite)
3. Brewer House (Infant Care Teaching Lab)
4. Brewer Residence Hall
5. Campus Security
6. Carlyle Campbell Library
7. Carroll Health Center & Residence Hall
8. Cate Student Center (Kresge Auditorium, Student Activities Center)
9. Faircloth Residence Hall
10. Faircloth Street Entrance
11. Gaddy-Hamrick Art Center (Frankie G. Weems Art Gallery)
12. Grimmer Alumnae House
13. Harris Building (Business, Mathematics, Computer Science)
14. Heilman Residence Hall
15. Hillsborough Street Entrance
16. Hunter Hall (Biology, Chemistry, Human Environmenal Sciences)
17. Johnson Hall (Administration)
18. Jones Chapel
19. Jones Hall (Auditorium; Studio Theater; Music, Speech & Theatre; Writing Center)
20. Joyner Hall (History/Political Science, English, Foreign Languages, Religion/Philosophy)
21. Ledford Hall (Psychology, Education, Sociology & Social Work)
22. Maintenance Shop
23. Massey House (President's Residence)
24. McIver Amphitheater & Meredith Lake
25. Noel House
26. Park Center (Continuing Education, The John E. Weems Graduate School, Student Development Offices)
27. Poteat Residence Hall
28. Soccer Field
29. Softball Field
30. Stringfield Residence Hall
31. Tennis Courts
32. Vann Residence Hall
33. Wainwright Music Building (Carswell Concert Hall)
34. Weatherspoon Physical Education & Dance Building
35. Yarbrough Research Center

INDEX

A

- Academics, 43-57
- Academic Calendar, 169
- Academic Planning and Advising, 52
- Academic Recognition, 56
- Academic Scholarships, 29
- Accounting, Major in, 72
- Accreditation, 9
- Achievement in Mathematics Scholarship, 31
- Achievement in Writing Scholarship, 30
- Acteen Studiact Scholarships, 31
- Adjunct Faculty, 1995-96, 154-158
- Administration, Directory of, 161-166
- Admission, 15-23
  - Administration, 22
  - Condition of, 23
  - Early, 17
  - Early Decision Plan of, 17
  - Faculty, 22
  - Freshman, 15-18
  - Non-Degree, 21
  - Post-Baccalaureate, 22
  - Re-entry (Adult), 20
  - Staff, 22
  - Transfer, 18-19
- Adult Students, 18, 20
- Advanced Placement Credit, 17, 53
- Advisers, Academic, 41, 52
- Alumnae Association Officers, 148
- American Association of Colleges, 9
- American Association of Colleges for Teacher Education, 9
- American Association of University Women, 9
- American Civilization, Major in, 107
- American Dietetic Association, 9
- American University, 12, 51
- Angers, France, Semester in, 50
- Art, Department of, 62-67
  - Curriculum, 64-67
  - Fees, 25
- Art Education, 64
- Art History, 63
- Art Scholarships, 30
- Art Program in Italy, 50
- Assistance, Financial, 27-29
- Astrotekton Society, 39
- Athletics, Intercollegiate, 106
- Attendance, Class, 53
- Auditing Courses, 53

B

- Bachelor of Arts Degree, 43
- Bachelor of Music Degree, 45, 124-126
- Bachelor of Science Degree, 43
- Baptist Female University, 9
- Bible School Transfers, 19, 54
- Biology and Health Sciences, Department of, 67-71
  - Curriculum, 68-71
- Board of Associates, 146-148
- Board of Trustees, 145
- Bowman-Gray School of Medicine, 68
- Business Administration, Major in, 72
- Business and Economics, Department of, 72-77
  - Curriculum, 73-77
- Business School Transfers, 19, 54

C

- Calendar, Academic, 169
- Campus Directory, 167-168
- Campus Employment, 34
- Campus, Location of, 168-169
- Campus Map, 171
- Capstone Studies, 44, 60
- Career Direction, 12, 46-48
- Career Studies, 61
- Catalogue, Choice of, 43
- Certificate Programs
  - Continuing Education, 49
  - Legal Assistants, 49
- Chemistry and Physical Science, Department of, 77-80
  - Curriculum, 78-80
- Child Development, 111
- China, Study in, 51
- Christian College, 10
- Classification, Student, 56
- Class Schedule, Changes in, 53
- Clothing and Fashion Merchandising, 111
- College Directory, 145-171
- Communications, Professional, 47, 94
- Commuter Students, 25, 40
  - Fees, 25
- Competitive Scholarships, 29-32
- Computer Services, 41
- Condition of Admission, 22
- Continuing Education, 12, 48-49
- Continuing Education Units (CEUs), 49
- Contract Majors, 45
- Contractual Agreement, 27
- Contractual Scholarships, NC, 31
- Convocation, 48
- Cooperative Education, 50
- Cooperating Raleigh Colleges, 50
- Corporation Officers, 145
- Correspondence Credit, 51
- Correspondence Directory, 169-170
- Costs
  - Commuter Students, 25
  - Resident Students, 25
- Council on Social Work Education, 9
- Counseling, 41
  - Academic Advising, 41
  - Career Planning, 41
  - Freshman Seminar, 41
  - Personal, 41
- Counseling Center, 41
- Course Load, 52

Courses of Study, 59-144
Credit
    Advanced Placement, 17-18, 53
    Correspondence, 51
    Evaluation of, 19
    Extra-Institutional, 18, 54
    Music, 54
    Old, 54
    Physical Education and Dance, 55
    Residence, 53
    Technical, Business, Bible and Nursing Schools, 54
    Transfer, 54
    Visitation, 51
Credit Regulations, 53-54
Criminal Justice, 13, 47, 107
Cultural Activities, 37-38

D

Damage Deposit, 26
Dance, Health, and Physical Education Curriculum, 101-106
Dance, Major in, 101
    Licensure, 102
Dean's List, 56
Degree Programs, 43-45
    Requirements, 43-45
Degrees,-List of, 58
Deferred Payment Plan, 26
Drew University, 12, 51
Duke University Medical Center, 13, 47, 54, 68

E

Early Admission, 17
Early Decision Plan, 17
Economics, Major in, 73
    Curriculum, 73-77
Education, Department of, 80-93
    Programs, 80-91
    Curriculum, 92-93
    Fees, 25
    Licensure and Endorsement, 82
Elementary Teacher Education Program, 82-83
Employment, Campus, 34
Endowed Scholarships and Loans, 32-33
England, Abroad in, 51
    Junior Year in, 51
English, Department of, 94-96
    Curriculum, 94-96
Enrichment Programs, 49
Enrollment, 1995-96, 170
Environmental Science, 68
Expenses, 25-26
Extra-Institutional Instructional Credit, 18, 54

F

Faculty
    Degrees of, 11
    Directory of, 148-161
    Adjunct, 154-159
    Emeriti, 159-161
    Full-time, 148-154
Fashion Merchandising, Clothing and, 111
Federal Assistance Programs, 34
Fees, 25-26
    Payment of, 26-27
    Special, 26
Financial Assistance, 27-35
    Application Procedure, 28
    Finances, 25-35
    Awards, 28-29
    Students' Rights and Responsibilities, 29
Foods and Nutrition, 112
Foreign Languages, Department of, 96-101
    Curriculum, 97-101
Former Students, Re-Admission of, 21
French, 97-98
Freshman Classification, 56
Freshman Seminar, 41
Freshman Year, 52

G

General Education Requirements, 43-44
General Scholarships, 31-32
Geography, 79
German, 98-99
Goals, Operational, 10
Government, Student Association, 38
Grading System, 55
Graduate Programs, 12
Graduate Examinations, 53
Graduate School, The John E. Weems, 12
Graduation, 52
    With Distinction, 56
Graphic Design, 63
Group Study, 59
Guaranteed Student Loan, See Stafford Loan Program

H

Handbook, Student, 37
Harris Scholarships, 29
Health Care, 41
Health Center, 41
Health, Physical Education, and Dance, Department of, 101-107
    Curriculum, 102-107
Health Record, 16
Health Sciences, 68
Heritage of Meredith, 9
History and Politics, Department of, 107-110
    Curriculum, 107-110
Honorary Societies, 39
Honors Curriculum, 45-46
Honors Program, 11, 45-46
Honors, Student, 38
Honor System, 38
Housing, 40
Human Environmental Sciences, Department of, 111-116
    Curriculum, 112-116

I

Incentive Grants, 34
Individualized Study, 11-12
Individual Participation in Programs of Other Institutions, 51
Individualized Options, 49-51
Intercollegiate Athletics, 39
Interdisciplinary Studies, 59
Interior Design, 112
    Scholarship, 30

International Visitors, 21
International Business, Major in, 72
International Students, 19
International Studies, 50
Interview, 16
Italy, Abroad in, 51
    Art Program in, 51

J

Japan, Language Study in, 51
Junior Classification, 56
Junior Year, 52

K

Kappa Nu Sigma, 38

L

Latin, 99
Legal Assistants Program, 12, 49, 110
Leave of Absence, 20, 27
Location, Campus, 167-169
London, Meredith Abroad in, 50

M

Madrid, Spain, Semester in, 51
Majors, 44-45
    Contract, 45
    List of, 58
    Requirements, 44
Map, Campus, 171
Marymount Manhattan College, 12, 51
Master of Business Administration Degree, 9, 72
Master of Education Degree, 9, 81
Master of Music Degree, 9, 126
Mathematics Achievement Scholarship, 31
Mathematics and Computer Science, Department of, 116-122
    Curriculum, 118-122
Medical Technology, 13, 47, 68
Meredith Abroad, 12, 50
Middle Grades Teacher Education, 83-84
Minors, 45
Missionary Allowance, 32
Music, Applied, Fees, 25
Music Auditions, 30
Music Credit, 54
Music Scholarships, 30
Music, Speech, and Theatre, Department of, 122-136
    Curriculum, 128-136

N

National Association of Schools of Music, 9
National Collegiate Athletic Association, 9, 40
Non-Degree Students, 21
Nondiscriminatory Policy, 9
NC Association of Colleges for Teacher Education, 9
NC Contractual Scholarships, 31
NC Department of Public Instruction, 9
NC Legislative Tuition Grants, 26, 34
NC PLUS Loans, 34
NC Student Incentive Grants, 34
NC Teaching Fellow Awards, 31
Nursing School Transfers, 13, 19, 54
Nursing Transfer Curriculum, 13, 47

O

Occupational Teacher Education, 87-88
Officers, Alumnae Association, 148
Officers, Board of Trustees, 145
Officers, Corporation, 145
Official Withdrawal, 27, 57
Operational Goals, 10
Organizations, Student, 39
Orientation, 22, 37
Other Institutions, Individual Participation in Programs of, 51
Out-of-State Programs, 35

P

Part-time Students, 21
Pass/Fail Policies, 55
Payments
    Contractual Agreement, 27
    Deferred, 26
Payment Schedules, 26
Payment Terms, 26-27
PELL Grant, 34
Perkins Loan, 34
Personal Counseling, 41
Philaretian Society, 39
Physical Education and Dance Credit, 55
Physical Education Fees, 25
Physician Assistant, 47
Planning, Academic, 52-53
Politics and History Curriculum, 109-110
Pre-Professional Preparation, 47
Pre-Professional Studies, 12
Presidents of Meredith, 9
President's Message, 7
Probation, Academic, 57
Professional Communications, 47, 94
Psychology, Department of, 137-139
    Curriculum, 137-139
Publications, Student, 39
Public Instruction, Department of, 9
Purpose and Overview, 9-13

Q

Quality Point Ratio, 55

R

Re-Admission of Former Students, 21
Recommendations, 16
Recreation, 39
Records, 56
Re-entry, 20, 48
Registration, 22, 56
Regulations, Credit, 53-55
Regulations, Student, 38
Religion and Philosophy, Department of, 139-141
    Curriculum, 139-141
Religious Life, 39

Repetition of Courses, 53
Residence Credit Requirements, 53
Resident Damage Deposit, 26
Responsibilities, Student, 38
Retention, 57
ROTC, 50

S

Schedule, Changes in Class, 53
Scholarships
    Competitive, 29-31
    Endowed, 32-33
    General, 31-32
Scholastic Assessment Test, 16
School Social Work, 88
Second Baccalaureate Degree, 45
Secondary Teacher Education, 85-87
Secondary School Record, 15-16
Senior Classification, 56
Senior Scholars Program, 22
Senior Year, 52
Silver Shield, 38
Social Activities, 37-38
Social Work
    Curriculum, 143-144
    Fees, 25
    Requirements for a major, 141
Societies, 39
Sociology and Social Work, Department of, 141-144
    Curriculum, 142-144
Sophomore Classification, 56
Sophomore Year, 52
Southern Association of Colleges and Schools, 9
Spain, Semester in Madrid, 51
Spanish. 96, 99-101
Special Admissions Programs, 21
Special Fees, 26
Special Students, 21-22
Special Studies, 49, 59
Special Subject Areas, Teacher Education, 88-93
Speech, Theatre, and Music Curriculum, 128-137
Sports, Intercollegiate, 106
Stafford Loan Program, 34
    Subsidized, 34
    Unsubsidized, 34
Student Government Association, 38-39
Student Handbook, 37
Student Life, 10, 37-41
    Commuter, 40
Student Life Committee, 39
Student Organizations, 39
Student Publications, 39
Student Regulations, 38
Student Responsibilities, 29, 38
Student Societies, 39
Studies
    Abroad, 12, 50
    Capstone, 44, 60
    Career, 61
    Individualized, 11, 49-51
    Interdisciplinary, 59
    International, 50
    Pre-Professional, 12
    Summer, 52
    Women's, 61
Studio Art, 63
Summer Session, 23
Summer Study, 52
Supplemental Educational Opportunity Grants, 34
Supplemental Loans, 34
Suspension, 57

T

Teacher Education, 12, 48, 80-92
    Committee, 12
    Elementary, 82-83
    Middle Grades, 83-85
    Occupational, 87-88
    Secondary, 85-87
    School Social Worker, 88
    Special Subject Areas, 89-91
Teacher Licensure Renewal, 22
Teaching Fellows
    NC Awards, 31
    Program, 13, 48
Technical School Transfers, 19, 54
Terms of Payment, 26-27
Theatre, Music, and Speech Curriculum, 128-136
Transfer Admission, 18-19
    Requirements, 18
Transfer Credit, 54
Transcripts, 56
Trustees, 145
Tuition, 25

U

Undergraduate Academic Calendar, 169

V

Veterans' Benefits, 35
Visitation Credit, 51
Visiting Students, 21
Visits to the Campus, 169
Vocational Rehabilitation, 35

W

Washington Center, the, 51
Weems, The John E. Graduate School, 11
Withdrawals, 27, 57
Women, a College for, 10
Women's Studies, 61
Work-Study Programs, 34
Worship Services, 39
Writing Achievement Scholarship, 30

MEREDITH
COLLEGE
OFFICE OF ADMISSIONS
3800 Hillsborough Street
Raleigh, North Carolina 27607-5298
(919) 829-8581, or 1-800-MEREDITH
http://www.meredith.edu/meredith/

Non-Profit Org.
U.S. Postage
PAID
Raleigh, NC
Permit No. 369

HECKMAN
BINDERY INC.
NOV 99
Bound -To -Please® N. MANCHESTER,
INDIANA 46962